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ABSTRACT

The objectives of the Institute were to improve the educational programs offered to all children in the Richmond Public Schools, and to assist staff members in broadening their self-concepts in relation to co-workers, various sub-cultures, and the environment in which they teach. Thirty-one different groups were involved during 1965-1966; each had an instructor selected for their competence in a subject area. The program centered around six content areas: Communication; Development of Future Leaders; Leadership Development; Reading Improvement; Social Science; and, Speech Improvement. Also included is a Final Report concerned additionally with the employment of "Advisory Specialists", a team of urban experts to help prevent resegregation and to recruit competent personnel for desegregated faculties. [Seven pages of copyrighted material, "News clippings on the Urban Team Report," have been deleted from the 1968 report section of the document.] (Author/CB)

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INTER-RACIAL IN-SERVICE PROGRAM DESIGNED TO INCREASE THE EDUCATIONAL OPPORTUNITIES OF THE CHILDREN IN THE RICHMOND PUBLIC SCHOOLS

Dr. Robert T. Anderson, Director

Grant-to-School-Board Number OE-36-56-E035
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The Civil Rights Act of 1964

Richmond Public Schools
809 East Marshall Street
Richmond, Virginia

July 1, 1965 - June 30, 1966

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INTER-RACIAL IN-SERVICE PROGRAM DESIGNED TO INCREASE THE EDUCATIONAL OPPORTUNITIES OF THE CHILDREN IN THE RICHMOND PUBLIC SCHOOLS

Desegregation began in the Richmond Public Schools in September 1960. Prior to that time, with very few exceptions, the faculties and the students had been generally segregated. Although city-wide in-service programs have been held on a desegregated basis since 1947, in-service training, curriculum planning, and all other programs in the individual schools have been conducted in segregated situations. A high percentage of the teachers in Richmond Public Schools received their training in segregated schools and colleges. Until recently, most teachers gave little thought to the problems of motivation and instruction of pupils except those of their own race.

Convocations of teachers, in-service training programs curriculum study groups, and general conferences have been desegregated for many years. There also has been integration of the administrative office personnel for a number of years. Several teachers taught in both white and Negro schools, and the first Negro teacher was assigned to teach white pupils in a regular schoolroom situation in the summer of 1964. In 1965, Negroes were appointed as the head of the science department for the entire city, as director of the school Community Action Program, and as Assistant-in-Personnel. Efforts were intensified during the 1964-65 school year to prepare for the orderly desegregation of faculties.

At the present time the school board is operating under a policy to seek the best person for a position without regard to race, and Negroes continue to be sought for important positions in order to demonstrate that job opportunities are available for those who meet the necessary requirements. Recent appointments of Negroes above the teaching level include the Assistant Director of Instruction, an Assistant Principal in a previously all-white elementary school, the Director of Head Start Programs, the Supervisor of Guidance, and a Supervisor of Language Arts. In addition, a white person has been named Assistant Principal in an all-Negro elementary school.

It was felt that without an intensified in-service training program, the instructional program of the Richmond Public Schools would suffer immediately from teachers' lack of knowledge and understanding of the cultural factors affecting the educational process for pupils whom they teach and the manner in which educational practices must be adapted to fit this situation.

GENERAL STATISTICAL INFORMATION

PUPILS	June 1965	September 1965	September 1966 (Anticipated)
Number of Segregated Schools (Negro)	29	27	23
Number of Segregated Schools (White)	11	10	6
Number of Integrated Schools	17	20	28
Total Number of Schools	57	57	57
PUPILS			
Membership of Integrated Schools (Negro)	993	3,102	5,804
Membership of Integrated Schools (White)	10,198	12,077	14,219
Total Membership of Integrated Schools	11,191	15,179	20,023
FACULTIES			
Number of Segregated Faculties (Negro)	29	18	11
Number of Segregated Faculties (White)	28	19	8
Number of Integrated Faculties	0	20	38
Total Number of Faculties	57	57	57

OBJECTIVES

The general purposes of the project were the following:

1. To improve the educational programs offered to all children in the Richmond Public Schools.
2. To assist staff members in broadening their self-concepts in relation to co-workers, various sub-cultures, and the total milieu in which they teach.

Within the broad framework of the two general purposes, the following specific objectives may be enumerated:

- a. To give teachers, principals, and supervisors an opportunity to work together on concrete problems of vital importance to the improvement of education in changing times in such a way that educational opportunities for children will be increased and relations among the school staff strengthened.
- b. To provide a production workshop to give real experience in communicating with the public about school system activities, plans, accomplishments, and needs.
- c. To provide an opportunity for individuals who give evidence of leadership potential in the areas of speech and reading to have intensive work in the area of their strength with the guidance of experts in the field.
- d. To develop methods and materials for assisting children and youth in a sound program of speech improvement.
- e. To assist leaders and potential leaders in the school system in the development of their leadership qualities.
- f. To help principals and teachers at all levels to better understand the process of teaching reading; how individuals

learn to read, how to detect pupils with reading problems, how to challenge gifted pupils, how to plan programs of improvement for slow pupils, how to select and use suitable materials, and how to keep up with professional advancements being made in the field of reading.

g. To help individuals look at themselves and their view of life and reach a better understanding about why they act as they do.

h. To help members of each race understand how members of the other race look at life and reach decisions when faced with questions affecting the future.

i. To help develop a better understanding of cultural backgrounds of the two major races represented in Richmond.

COMMITTEES

Three committees assisted with the planning and guidance of the program. Although members of the committees were not directly involved in the operation, their suggestions were invaluable in setting up the program, in identifying and securing capable instructors, in selecting outstanding consultants, and in making adjustments throughout the year to keep the program focused on its goals.

Committee of Experts

A "Committee of Experts" met in July 1965 to review the program proposal and to make recommendations for its implementation. Committee members present for the meeting included the following:

Dr. H. I. Willett, Superintendent, Richmond Public Schools

D. Robert T. Anderson, Director of the Program

Mr. Harold D. Gibson, Director of School-Community Relations,
Richmond Public Schools

Mr. N. Ray Hiner, Jr., Supervisor of History and Economics,
Richmond Public Schools

Mr. Ernest W. Mooney, Jr., Director of Instruction,
Richmond Public Schools

Dr. Harry W. Roberts, Head, Department of Sociology
Virginia State College
Petersburg, Virginia

Dr. Robert Saunders, Assistant Dean, Auburn University,
Auburn Alabama

Dr. Thomas E. Warren, Associate Director, Human Rights Institute,
George Peabody College for Teachers
Nashville, Tennessee

The committee made specific plans for the week-long conference of administrators and supervisors August 23-27, 1965. They also discussed the total in-service program and made suggestions for its various phases.

Institutions and Professional Organizations

All institutions of higher learning and professional educational organizations in the Richmond area were invited to assist the Richmond Public Schools with the in-service programs. Invitations went to the following:

College of William and Mary
Medical College of Virginia
Randolph-Macon College
Richmond Professional Institute
Union Theological Seminary
University of Richmond
University of Virginia
Virginia Education Association
Virginia State College

Virginia State Department of Education

Virginia Teachers Association

Virginia Union University

The committee met twice with a good representative group present each time.

At the first meeting in August 1965, Dr. H. I. Willett, Superintendent, presided. The over-all program of the Richmond Public Schools was described and the proposed in-service program with its objectives were presented. The committee discussed such points as personnel from the organizations and institutions who might serve as instructors or consultants, the proper procedure for contacting such persons, the possibility of offering college credit for participation in the program, and other assistance the organizations and institutions could render the program. The meeting generated interest in the in-service program and drew assurances of cooperation from each group represented.

A second meeting was held in November 1965. The organization, objectives, and activities of the in-service program were reviewed. The committee made suggestions for the continuation of the program and discussed other ways in which the institutions of higher learning and the Richmond Public Schools could work together to improve educational opportunities in the area.

Evaluation and Planning Committee

A representative from each of the fourteen in-service groups that met during the first semester was randomly selected to serve on the evaluation and planning committee. The committee met in November and January. Each time the members were released from their regular assignments to spend a full day working with the program director.

Prior to the first meeting of the committee, members were given class time to discuss the program with other participants in their group so that they might adequately represent them at the committee meeting. At the first session the different classes were discussed to give all members a better understanding of the total program. Time was spent in a critical examination of the various groups with attention given to such items as instructors, course outlines, and materials for study. Many good suggestions were made to improve the effectiveness of the program. Approximately half of the day was given to serious consideration of the program's future after the 1965-66 school year. It was recommended that the program be continued and specific areas of concentration were proposed for consideration. These suggestions became the basis for the proposal submitted to the Office of Education in December 1965.

The second meeting of the evaluation committee came in January at the close of the first semester. Again the committee discussed the activities and outcome of the various study groups and made suggestions for improvement. The total group also gave further attention to recommendations for a continuation of the program in 1966-67. Much work was done with small groups preparing specific suggestions for consideration by the total committee.

THE PROGRAM

A description of the total in-service program was given to all professional personnel in the school system on the first day teachers reported for the 1965-66 school term. The last page of the material distributed was a form on which individuals could indicate the specific area in which they were interested if they desired to participate in the program.

Based on the information received from the returned forms, course groups were established.

Participants were assigned to the subject area and meeting time that was indicated as first choice where possible. All classes were formed without regard to race and steps were taken to avoid the accidental formation of a group with all members from one race.

A total of thirty-one different groups was involved in the program. One group, The Leadership Development Seminar, met prior to the opening of school and once during the year. Another group, a Communication Workshop, met for two semesters. The remaining twenty-nine groups met 2½ hours a week for sixteen weeks for a total of forty hours.

Each of the regular groups had an instructor who met with the group each time. Course guides or outlines were not prepared in advance. It was rather, the instructor's responsibility to assist the participants in developing the outline, goals, and activities to meet the needs of the individuals involved. Instructors were selected for their competence in the subject area to which they were assigned and for their ability to work with people in such a way as to get maximum participation.

Classes were scheduled to meet in three senior high school buildings and the central office administrative building. The high schools were selected for their locations in northern, central, and southern sections of the city. The administration building was used by three groups because of the availability of resources needed in their work.

Attendance was checked at each meeting by having participants sign their initials on a roll sheet to indicate their presence. A secretary was selected in each group to see that the initialed roll was returned to the in-service office through the school mail service after each meeting. The office secretary received the rolls and kept a compiled record of attendance from which the payroll was written at the end of the semester.

Instructors requested materials for use with their groups. Requisitions for the materials were made in the in-service office and supplies were shipped to the office by vendors. Inventory cards were made as materials were received. Simple records were kept of all non-consumable materials sent to instructors or participants to provide an easy check when they were returned.

The in-service program was centered around six content areas. They were Communications, Development of Future Leaders, Leadership Development, Reading Improvement, Social Science, and Speech Improvement.

Communication Workshops

Two Communication Workshops were included with twenty-five members in each. The group that was formed in the fall continued for the full year and a second group met during the spring semester.

Instructors for these groups were:

Mr. Harold D. Gibson, Director of School-Community Relations, Richmond Public Schools

Mr. Irving G. Turnage, Supervisor of Audio Visuals, Richmond Public Schools

The primary objective of the Communications Workshops was to provide production workshops that would give participants real experiences in communicating with the public about school system activities, plans, accomplishments, and needs. Each group set up its own outline, goals, and activities in keeping with this general objective.

The year-long workshop outlined its proposed program as follows:

FIRST SEMESTER

A study will be made of procedures through which the public can best be kept informed about the schools, their programs, activities, problems, accomplishments, and needs. Members of the group will actively participate in communicating with the public about the schools through newspapers, television, radio, personal appearances before such groups as civic clubs and Parent-Teacher Associations, and the publication of a local paper dealing with the school story.

UNIT I

Unit I will consist of a thorough examination of the field of school-community relations, staff relationships, and human relations, as they apply to the field of communications. The major emphasis during the unit will be to establish a firm background of knowledge of journalistic and communications activities to occur later in the course.

TIME: Unit I will involve the first three meetings of the class.

UNIT II

Unit II will be devoted to bringing the attention of the class toward the practical aspects of communication. It should serve to help the participants understand the mechanics of preparing a news release, preparing copy for printing a newspaper, the techniques of cropping photographs for publication, the principles of good layout of material on a printed page, etc. The class will examine the methods used to work effectively with such news media as radio, newspapers, and television. During Unit II the participants will begin a local newspaper for school patrons. The actual production of a news bulletin will give them opportunity to put into practice the mechanical elements outlined above.

TIME: Unit II will involve the next four meetings of the class.

UNIT III

Unit III will be devoted entirely to workshop activities involving communications. Participants will become actively engaged in such communications activities as television and radio appearances, and the preparation necessary for these appearances, Participants will seek every opportunity to tell the school story through speaking engagements at civic group meetings or PTA meetings. Participants will be involved in the creation and administration of a speakers' bureau for the public schools.

TIME: Unit III will involve the next eight meetings of the class.

The final meeting of each semester will be devoted o evaluation.

SECOND SEMESTER

UNIT I

Unit I will consist of a thorough review of the work of the first semester of the workshop, and the introduction of new materials not previously available.

TIME First two meetings.

UNIT II

Unit II will be devoted to a specialized study of the role of the local school in communications activities

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affecting the community. Principals of selected schools will be invited to describe the communications activities in their schools and the extent of their success. Participants will strive to develop some general guidelines for schools for use in communication with the public.

TIME: Next three meetings.

UNIT III

Unit III will be devoted to a specialized study of the role of news media other than the newspaper in telling the school system's story to the public. Included in this study will be television, both commercial and educational, radio, and other miscellaneous media.

TIME: Next three meetings.

UNIT IV

Unit IV will be devoted to a specialized study of the role of the local newspaper in telling the school story. Newspaper reporters will be invited to speak to the group, outlining their activities in news gathering and reporting. Other personnel from the newspapers may appear before the group to discuss the relative importance of various kinds of news stories and to discuss just what is news.

TIME: Next three meetings.

UNIT V

Unit V, including the final evaluation session, will be largely unstructured to allow for the treatment of future plans for communications activities, and to permit the study of particular areas as suggested by the workshop participants.

TIME: Last five meetings.

The spring semester workshop group proposed to meet the general objective through activities in four general areas.

Goals and Objectives of Communications Workshop

The objective is to provide a production workshop to give real experience in communication with the public about the public school system activities, plans, accomplishments, and needs.

To meet our primary objective, activities will be scheduled in four general areas.

1. A thorough examination of the field of human relations, school-community relations, and staff relationships. Emphasis will be on school-community relationships, what we are now doing in this area, and ways to improve our present methods.

2. Investigation of news media available to us locally. This will include first hand reports from representatives of the local news media and field trips to television and radio stations, newspaper offices, and printing facilities.

3. Workshop activities involving communications such as television and radio appearances, the preparation necessasy for these appearances, and speaking engagements. The creation of a Speakers' Bureau, the planning and writing of the Staff News Bulletin, and the initiation of a publication for school patrons (much of this activity will be done as a cooperative project with Communications Workshop - Group I).

4. Special project which would include one of the following:

    a. Some type of publication covering a program or programs of Richmond Public Schools.

    b. Filmstrip or slide production on a specific program of Richmond Public Schools.

    c. Guide, brochure, or report covering subject or subjects from Richmond Public Schools.

Our ultimate goal will be to develop 25 communicators, capable of relating the school story to their fellow faculty members and to the public.

Neither of the groups followed its outline exactly as the entire in-service program was intended to be flexible to meet needs of the participants. A variety of materials on public relations and communications composed the "study" portion. Some of the activities and productions of the workshops included the following:

1. A day-long Communications Conference with representatives of the news media and the National Schools Public Relations Association.
2. The establishment of a Communications Network with representatives in each school to search out and report news worthy items.
3. The preparation and publication of a pictorial report "Richmond's Classroom, Opportunities for All."
4. A radio interview on a local program called "Open for Opinion."
5. The production of "Richmond Public Schools Report Card" a report to parents which was inserted in pupil's report cards.
6. Regular publication of "The Staff News Bulletin," a report on activities in the schools.
7. Television appearances on a local commercial channel. At least one person from a workshop was on a short interview program each week.
8. Tour of the local educational television station which included witnessing the taping of a lesson.
9. Preliminary work on the publication of a booklet on creativity in the Richmond Public Schools.
10. Work on the establishment of a speakers' bureau.

The effectiveness of the workshops was enhanced by outside consultants listed below.

Raymond Boone, Editor, Richmond Afro-American

Mary Dowd, Public Relations, WRNL Radio

Jerry Gillis, News Reporter and Announcer, WRVA Radio

Robert Hilldrup, Education Editor, *Richmond News Leader*

Robert Holland, Education Reporter, *Richmond Times-Dispatch*

Albert E. Holliday, Coordinator, School Community Relations,
Fairfax County Public Schools

Bruce Miller, News Reporter and Announcer, WTVR Television

Clarence Spain, Retired Principal, Binford Junior High School

Development of Future Leaders

A group for the Development of Future Leaders met during the spring semester. Twenty-five participants were chosen from seventy-five teachers who listed this group as their first choice and who returned the "Application for Admission to Leadership Development Program." The screening committee which made the selections was appointed by the superintendent of schools and was composed of central office administrators, principals, and teachers.

Dr. Byron B. Nelson, Jr., Director of Finance, Richmond Public Schools, served as instructor and enumerated the purpose and course outline as follows:

> The purpose of the class is to assist individuals in conceptualizing the total operation of the Richmond Public Schools. Special emphasis is placed on leadership roles in the school system.
>
> Program Outline
>
> 1. Overview of the course and planning session.
> 2. Organization of the Richmond Public Schools with specific emphasis on the School Board - Administration relationships and the relationships between administrative divisions.
> 3. Financing the school program - including the preparation, execution, and evaluation of the budget.
> 4. Research and development with emphasis on the role of the Department of Research and Development and current research projects in the system.
> 5. Services of the curriculum department. The leadership roles played by the supervisors and consultants.
> 6. Department of Special Services. The role played in providing logistic support to the instructional program. Meeting at the warehouse to include a tour of the facilities.
> 7. School Plant Planning. The relationship of the edu-

cational program to the design of the school plant. Emphasis on changes in design created by changes in the instructional program.

8. The film "And No Bells Ring" to focus attention on the changing concepts in education.
9. Personnel Policies, and Leadership Opportunities.
10. The Role of the Elementary Principal. Meeting in an elementary school.
11. The Role of the Senior High Principal. Meeting in a senior high school.
12. The Role of the Junior High Principal. Meeting in a junior high school.
13. "Some Aspects of Leadership" (outside consultant)
14. The Instructional Program of the Richmond Public Schools.
15. The Changing Nature of the Community including a discussion of the desegregation plan of the School Board and its implications.
16. The Role of the Superintendent.

Many individuals assisted the instructor to give depth of understanding to the program. Those who served are listed below:

Mr. Lucien D. Adams
Assistant Superintendent of Instruction
"The Instructional Program of the Richmond Public Schools"

Dr. Robert T. Anderson
Assistant Director of Instruction
"Leadership Roles of Supervisors and Consultant Teachers"

Mr. William W. Brock, Principal
Thomas Jefferson High School
"The Role of the Senior High School Principal"

Mr. Rondle E. Edwards
Assistant-in-Personnel
"Personnel Policies"

Mr. Oscar W. Fary, Jr., Principal
George Wythe High School
"Role of the Senior High School Principal"

Mr. Elmer Gish, Principal
J. E. B. Stuart School
"Role of the Elementary Principal"

Dr. Willard E. Goslin
Retired Professor of Education
George Peabody College for Teachers
Nashville, Tennessee
"Some Aspects of Leadership"

Mrs. Lois H. Jones, Assistant Principal
Baker Elementary School
"Role of the Elementary Principal"

Mr. Leon D. Harding, Principal
Chimborazo School
"Role of the Elementary Principal"

Mr. Nathaniel Lee, Principal
Woodville Elementary School
"Role of the Elementary Principal"

Dr. Thomas C. Little
Assistant Superintendent of Physical Properties
"The Changing Nature of the Community"

Mr. John B. Madden, Principal
Chandler Junior High School
"Role of the Junior High School Principal"

Mr. Joseph R. Ransome, Principal
Randolph Junior High School
"Role of the Junior High School Principal"

Mr. T. Gordon Sandridge
Director of Special Services
"The Role of the Department of Special Services in Supporting the Instructional Program"

Dr. Francis Sisson
Assistant Superintendent of Personnel
"Personnel Policies and Leadership Opportunities"

Mr. Leonard F. Sutton, Principal
Patrick Henry School
"Role of the Elementary Principal"

Mr. Fred S. Swann, Principal
East End Junior High School
"Role of the Junior High School Principal"

Dr. James W. Tyler
Director of Research and Development
And Deputy Clerk of the School Board
"Role of the Department of Research and Development

Mr. William M. Wilder
Assistant Director of Buildings and Grounds
"School Plant Planning and the Instructional Program"

Dr. Henry I. Willett
Superintendent of Richmond Public Schools
"Role of the Superintendent"

Leadership Development Seminar

The Leadership Development Seminar was composed of all administrative and supervisory personnel. Representatives from the local teachers' organizations and Parent-Teacher Associations were also invited to the pre-school meetings. A total of 162 people participated in this phase of the program.

The major portion of the leadership development seminar consisted of a five-day conference with the title "Educational Leadership for a Changing Society." The conference met in one of the senior high schools during the morning hours each day.

Objectives of the conference were listed by the planning committee as follows:

1. To look at society today. (Explosion of knowledge, social changes, etc.)
2. To look at leadership as a concept; the definition of leadership, the role and purposes of leadership, the varying concepts of ways to approach leadership.
3. To look at leadership that must be appropriate and applicable to today's problems, particularly to Richmond's situation. To outline some of the essential characteristics of approach.
4. To focus on problems that are expected to accompany school desegregation--the beginning to be general and reduced to immediate local situation.
5. The application of the above objectives to the solution of local problems.

Activities were conducted in general sessions with all participants present and in small discussion groups of about fourteen members. Discussion groups were formed randomly at registration, and each group elected its chairman and secretary at the first meeting.

Program
"Educational Leadership for a Changing Society"

Monday, August 23, 1965
Superintendent H. I. Willett, Presiding

A.M.	
8:30-9:00	Registration
9:00-10:00	Greetings from City Council: Honorable Morrill M. Crowe, Mayor
	Greetings from the School Board: Mr. Frank S. Calkins, Chairman
	Announcements Robert T. Anderson, Assistant Director of Instruction
10:00-10:45	Address: "Our Changing Society and Its Implications for Educational Leadership" Dr. Maurice F. Seay, Assistant Dean and Director of the School for Advanced Studies, Michigan State University
10:45-11:15	Break
11:15-12:00	Group Meetings--Reaction of participants

Tuesday, August 24, 1965
Mr. Lucien D. Adams, Presiding

A.M.	
8:30-9:15	Group Reports
9:15-10:00	"Leadership - A Changing Concept" Dr. Seay
10:00-10:30	Break
10:30-11:15	Group Meetings - Reactions
11:15-12:00	General Meeting - Speaker's reactions to questions from groups.

Wednesday, August 25, 1965
Dr. Thomas C. Little, Presiding

A.M.	
8:30-9:15	Dramatizations
9:15-10:00	"Educational Leadership for Today's Schools" Dr. Robert L. Saunders, Assistant Dean, School of Education, Auburn University
10:00-10:30	Break
10:30-11:15	General Meeting--Questions from floor
11:15-12:00	"Your Richmond Public Schools" Mr. Lucien D. Adams and Staff

Thursday, August 26, 1965
Dr. Francis W. Sisson, Presiding

A.M.	
8:30-9:15	"Facts About Race - A Review of Research Findings" Dr. Harry W. Roberts, Professor of Sociology, Virginia State College
9:15-9:30	Questions from floor
9:30-10:30	Group Meetings - Reactions
10:30-11:00	Break
11:00-12:00	"The Role of Educational Leaders in School and Faculty Desegregation Success" Dr. Robert L. Saunders, Moderator Mr. Lucien D. Adams Mr. John Madden Dr. Harry W. Roberts Mr. Henry C. Terry Dr. W. Bruce Welch

Friday, August 27, 1965
Mr. Roy N. Puckett, Presiding

A.M.	
8:30-9:30	"The Elementary and Secondary Act of 1965--Opportunities for Richmond" Dr. James Tyler
9:30-10:15	"The Opportunities, Challenges, and Responsibilities That Lie Ahead" Mr. H. I. Willett

10:15-10:45	Break
10:45-11:45	Group Meetings - Reactions and Recommendations

Outside consultants were very helpful throughout the conference.

Dr. Maurice F. Seay made two formal presentations "Our Changing Society and Its Implications for Educational Leadership" and "Leadership--A Changing Concept." In addition, he counseled informally with individuals and small groups on problems of urgent concern.

Dr. Harry W. Roberts presented a report "Facts About Race--A Review of Research Findings" and served on a panel discussion of "The Role of Educational Leaders in School and Faculty Desegregation Success." He also served as a general advisor for the total in-service program.

Dr. Robert L. Saunders was present for the full week and gave invaluable assistance and advice. He worked with the evaluation, served as a panel member, and made a presentation "Educational Leadership for Today's Schools."

The second portion of the Leadership Development Seminar consisted of a single meeting. The group that attended the pre-school conference met in May 1965 to hear Dr. Willard Goslin, Retired Professor of Education, George Peabody College for Teachers, Nashville, Tennessee. Dr. Goslin spoke on "Education for the Latter Half of the Twentieth Century."

Reading Improvement

Nine Reading Improvement groups operated during the year. Four were conducted in the fall semester and five in the spring semester. A maximum of twenty-five members was permitted in a group.

Two groups were offered with college credit available. In the fall, the College of William and Mary offered one and the University of Virginia conducted one during the spring semester. In both cases the institutions allowed enough flexibility for the course to achieve the goals of the in-service program.

Instructors for the reading improvement groups are listed below:

Mrs. Ann Davis Burke
Elementary Supervisor
Richmond Public Schools

Mrs. Jean R. Butcher
Instructor of Reading
Richmond, Virginia

Mrs. Emily P. Deierhoi
Language Arts Consultant
Oak Grove School

Miss Freda Harrell
Richmond Public Schools
Consultant Teacher

Mrs. Beresenia W. Hill
Supervisor of Remedial Reading
Richmond Public Schools

Mrs. Ida Johnson Hill
Language Arts Consultant
Webster Davis School

Mrs. Martena Bracey Hill
Language Arts Consultant
Baker School

Mrs. Louise S. Walton
Elementary Supervisor
Henrico County Schools

The general pupose of the reading improvement classes was to help participants learn more about the process of learning to read. It was expected that emphasis would be placed on the study of such topics as environmental background, inadequate background of experiences, current available materials, procedures for challenging pupils of various abilities and reading levels within a classroom, methods of identifying and remedying problems which cause retarded readers, the ways children learn, and practices to help all pupils enjoy reading independently.

Each group, under the leadership of the instructor, formulated its own goals or course outline for achieveing the general purpose stated above.

Reading Improvement Group I

Aims:

To become familiar with:

1. The Developmental Reading Program (including phonics)
2. Various approaches other than the basal reader approach
3. Supplementary materials
4. Practice materials
5. How to use 3 and 4 for individual needs
6. The literature in the field of reading

Some Procedures:

1. Discussion and quizzes on phonics
2. Description with demonstration of materials by teachers at each stage
3. Description of organization of ungraded plan, by teachers from Baker School
4. Use of films
5. Reports by various members from their reading of articles, pamphlets, etc.
6. A day's observation followed by discussion
7. Demonstrations by Instructor on use of materials for individual instruction in developmental reading in the content area
8. Visit from a 7th grade teacher who successfully uses experience charts to teach science to slow learners and poor readers, to demonstrate method and materials

Reading Improvement Group II
Outline of Tentative Schedule

1. Areas of Discussion
   Getting acquainted

  - Setting goals - deciding which aspects of reading we wished to explore
  - The story of language - The history of the teaching of reading in the United States
- Sharing - Professional book - Nila Banton Smith's "Reading Instruction for Today's Children."
- Material Shown - Ginn Pre-school Language Kit-A "Holiday Books" from Garrard Press

2. Areas of Discussion
   - Individualized Reading Instruction
   - Values and Limitations of Individualized Reading

   Sharing - Scott-Foresman's "Reading Blocks"
   Materials Shown - Macmillan Company's set of books "Reading Spectrum" for the 4th grade; Scott-Foresman Company's set of books, "Invitation to Personal Reading."
   - Discussion of Bibliography and Authors of Professional Books on Reading

3. Areas of Discussion
   - Fostering Reading Interests: What are Children's Interests?; Determining Children's Interests; and Interest Inventory
   - Place of Phonics in Reading: Review of Phonics Rules and Principles; Phonics Game; Phonics Test for Teachers

   Materials Shown - Ginn - "Word-Study Charts"

4. Auditory and Visual Perception
   - Phonics Systems: Phonovisual; Economy Press Material; Lippincott Basic Readers

   Sharing - Mrs. Elizabeth Hankins from Stuart School to tell of her experiences using "Open Court" Readers
   Materials Shown - "Open Court" Readers; "Lippincott Readers and films"; "Economy" material; "Phonovisual" charts

5. Areas of Discussion
   - Word-Recognition Skills
   - Configuration Clues
   - Context Clues
   - Phonics Clues

   Sharing - Mrs. Beresenia Hill tells about using "Words-in-Color" system and shows material
   Material Shown - Commercial Phonics; Games, Charts and Workbooks

6. Vocabulary Development
   - Building and Using Experience Charts
   - Tachistoscopic Devices
   - Enriching Children's Experiences

Material Shown - Operation of Speedioscope and Filmstrips; Simple Tachistoscopes

7. Areas of Discussion
   - Developing Understanding in Reading
   - Comprehension Skills
   - Study-Type Reading
   - Dictionary Skills

   Materials Shown - McCall-Crabb's "Test Lesson" Books
   Readers Digest "Skill Builders"
   Gates-Peardon's "Practice Lessons in Reading"

8. Beginning Reading Instruction
   - Reading Readiness
   - New Approaches to Initial Reading Instruction (Denver, Doman, De LaCarta and others)

   Materials Shown - Reading Readiness Material; Beginning Reading Material; Frostig Materials

9. Areas of Discussion
   - The Nature of Reading
   - Purposes for Reading
   - Different Types of Reading
   - Stages of Reading Instruction Through the Development of a Child

   Sharing - "Initial Teaching Alphabet"
   Mrs. Elizabeth Carver of Westhampton School tells of using this system in teaching reading

   Materials Shown - Teaching Materials and Books Printed in "Initial Teaching Alphabet"

10. Areas of Discussion
    - Evaluating Reading Performance
    - Informal Inventories
    - Reading Tests
    - Nature of Diagnosis of Reading Difficulty
    - Causes of Reading Difficulties

    Material Shown - Many types of reading tests and informal inventories

11. Principles of Remedial Reading
    - Techniques of Remedial Reading

    Material Shown - High Interest, Low Vocabulary Books; Filmstrips; Remedial Reading Materials

12. Areas of Discussion
    - Effective Uses of Oral Reading
    - Increasing Skill in Silent Reading
    - Fostering Reading Tastes
    - A Review of Children's Literature

Materials Shown - New Children's Books
  Slides shown in connection with Children's Literature

13. Meeting Individual Needs in Reading
  Ways of Grouping
  Linguistics and Reading

14. Areas of Discussion
  Parents and the Reading Program
  Reading and the Culturally Deprived Child
  Material Shown - Material for helping parents understand the reading program

15. Review and Evaluation

Reading Improvement Group III

Goals:

I. To Develop an Understanding of the Basic Philosophy Underlying Reading Instruction
   - A. The Psychology of the Learning-Reading Process
   - B. The Reading Process
   - C. Total School Program for Reading
   - D. Individual Needs

II. To Present and Evaluate New Approaches to and Materials Recommended for Reading Instruction
   - A. Organizational Patterns
     1. Ungraded Primary
     2. Team Teaching
     3. Multigrade and Intergroup Plan
     4. The Joplin Plan
     5. Flexible One Grade Classrooms

   - B. New Approaches and Materials
     1. Reading and the Content Subjects
     2. SRA and other Programmed Reading Materials
     3. The Language-Experience Approach
     4. Linguistics and Reading
     5. Words in Color, ITA, Phonovisual
     6. The Modern Montessori Method
     7. Reading in High Gear
     8. Frostig Materials for Perceptual Growth
     9. Controlled Readers
     10. Tach X Tachistoscopes
     11. Listening Stations
     12. Webster Clinics
     13. Reading Pacers
     14. Flash X

III. To Develop Skill in the Administration and Interpretation of Techniques of Determining Reading Needs

- A. Informal Reading Inventories
  - 1. Group
  - 2. Individual
- B. Standardized Tests
  - 1. Reading Achievement
  - 2. Interest Inventories
  - 3. Mental Maturity
  - 4. Sensory Perception
  - 5. Psychological Surveys
- C. Physical Ability Tests

IV. To Develop an Understanding of the Causes of Reading Difficulties

- A. The Underachiever
- B. Retarded Pupils
- C. Clinic Cases

V. To Develop an Understanding of the Sequential Presentation of Reading Skills

- A. Readiness Level
- B. Beginning Level
- C. Primary Level
- D. Intermediate Level
- E. Junior High Level
- F. Senior High Level

VI. To Develop an Understanding of the Relationship of Literature to Reading

- A. Selection and Use of Poetry and Prose
- B. The Value of Literature in the Reading Program

VII. To Develop an Understanding of Evaluative Measures

- A. Teacher-Pupil
- B. Self-evaluation
- C. Motivation
- D. Teacher-Parent
- E. Day-by-day and long-term

Reading Improvement Group IV

Goals:

In the teaching of reading, as in other classes, the teacher has her own goals for the students. The goals set are really understandings as follows:

1. Every child needs a developmental reading program.

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2. The teacher must know the developmental sequence of skills and then use the method she chooses to teach individuals.
3. The teaching of reading involves readiness, word-attack skills, comprehension, and reaction to what has been read.
4. Reading is one of the language arts skills and a child needs to have listening skills and be able to communicate orally before he reads.
5. No one set of materials or methods is necessarily superior to any other but may meet the needs of certain individuals.
6. The teacher must know what materials are available and how to use them.
7. Diagnosis of a child's reading needs is necessary; a plan to meet the needs is developed and evaluation follows.
8. A good reading program is a balanced one and includes opportunity for developmental, functional, and recreational reading.
9. The teacher of reading reads professionally.

To establish the above understandings, the instructor will use lecture, audio-visuals, class discussion of problems connected with the reading process and program, and have students present and react to materials.

Outline

I. Introduction
    A. Importance of Reading
    B. What is Reading?

II. Overview of Reading Program
    A. Characteristics of Good Reading Program
    B. Total Reading Program
        1. Balance in the Program
        2. Reading Readiness Program
        3. Beginning Reading Program (Grades 1-3)
        4. Intermediate Reading Program (Grades 4-6)
        5. Reading Program at Upper Levels (Jr. and Sr. High School)
        6. Reading Programs at All Levels
    C. Understanding, Skills, Attitudes, Which in Totality, Constitute Reading Power

III. Readiness Period
    A. Introduction
        1. Two Types of Readiness
        2. Instructional and Non Instructional Factors
        3. Various Classifications of Factors
        4. Importance of Readiness

  B. Making adjustments to the School Situation
  C. Intelligence
  D. Sensory Acuity
  E. Visual Discrimination
  F. Auditory Discrimination
  G. Left-to-right Progression Habit
  H. Language Facility
  I. Experiential Background
  J. Social and Emotional Adjustment
  K. Physical Condition
  L. Motor Skills
  M. Listening
  N. Evaluating Readiness

IV. Beginning Reading Instruction (Primary Grades)
  A. Overview of Reading Program in Primary Grades
  B. Two Schools of Thought
  C. Importance of Beginning Reading Period
  D. Approaches to Teaching Reading
  E. Transition from Readiness to Books
  F. Areas of Teaching and Learning
    1. Teaching Selections in Reading Books
    2. Acquisition of Sight Vocabulary
    3. Developing Independent Word-attack Techniques
    4. Developing Comprehension Abilities
    5. Oral Reading
    6. Follow-up Activities
    7. Developing Habit of Reading Independently and Widely
    8. Developing Simple Organizational and Locational Skills

V. Reading in the Intermediate Grades, Jr. and Sr. High School
  A. Introduction
    1. Extension and Expansion of Skills and Abilities Developed Earlier
    2. Need for Improvement
    3. Similarity to Reading in Primary Grades
    4. Contrast to Reading in Primary Grades
  B. Particular Areas of Emphasis
  C. Understanding or Getting the Meaning of What is Read
  D. Use of the Dictionary
  E. Furthering Independence in Word Recognition
  F. Reading for Various Purposes
  G. Reading in the Content Areas
  H. Recreational Reading
  I. Study Skills

VI. Reading Readiness at Any and All Levels
    A. Two General Types of Readiness
    B. Importance of, and Need of Considering, Readiness at All Levels
    C. General Areas of Readiness
    D. General Readiness Needs in Teaching-Learning Situations

VII. Grouping
    A. Reasons for Grouping
    B. General Principles for Effective Grouping
    C. Deciding Which Child Belongs in Which Group
    D. Typical Faults of Grouping Procedures
    E. Practices that Make for Ineffective Teaching Groups
    F. Practices that Make for Effective Grouping
    G. Disadvantages of Homogeneous Grouping in Separate Classes
    H. Types of Grouping
    I. Individualization or Grouping Procedures Attempted
    J. Some Suggested Procedures and Activities for Groups Not Working Directly with Teacher
    K. Suggested Supplementary Work with Groups

VIII. Remedial Reading
    A. Types of Learners
    B. Diagnosis of Difficulty
    C. Procedures
    D. Materials

IX. Measurement and Evaluation in Reading Program

X. Trends in Reading
    A. New Programs
    B. Controversial Issues

XI. Reading Materials
    A. Basal Readers
    B. Supplementary Readers
    C. Trade Books
    D. S. R. A. Kits
    E. Linguistic Materials
    F. Phonics Charts
    G. Films and filmstrips
    H. Tapes
    I. Other

Reading Improvement Group V

Since there is the wide span of grades, kindergarten through twelve, and since many members have already participated in workshops dealing with a philosophy of teaching reading or had college courses, it seems that the following objectives would serve best to upgrade the quality of reading instruction in this particular group.

1. A program that will help teachers of each level share and understand the peculiar needs, problems and types of experiences with every other level.
2. A program that will help teachers become familiar with the professional literature and with the philosophies of outstanding writers in the field of reading instruction.
3. A program that will familiarize the members with materials and their best uses.

I. The Basal Program
  A. Is the basal reading program adequate?
    Content?
    Provision for individual differences?
    Overemphasis?
    Vocabulary?
    Flexible method?
  B. How may the basal reading program be improved?
  C. What is a good basal reading program?

II. Comprehension
  A. What is the nature of comprehension?
    Cognition?
    Memory?
    Divergent production?
    Convergent production?
    Evaluation
  B. What is meant by intellect and reading behaviors?
  C. How shall we interpret comprehension tests?
  D. How shall we teach comprehension?
  E. How do we judge growth in comprehension?

III. Diagnosis of Reading Disability
  A. What is diagnosis?
  B. What is its purpose?
  C. What are some pitfalls in diagnosis?
  D. What are some new trends in diagnosis?

IV. Grouping
  A. What is grouping supposed to do?

        Within the class?
        Within the grade level?
    B. How can we improve grouping?

V. Individualized Reading
    A. What is individualized reading?
    B. What are some values of individualized reading?
    C. What are some problems inherent in individualized reading?
    D. What are the outcomes of individualized reading?
    E. Some questions about individualized reading

VI. Interests and Motivation
    A. Reading interests--discovering and motivating them
    B. The mass media and reading

VII. Listening--Newest of the Language Arts
    A. What listening skills shall we teach?
    B. How shall we teach listening?

VIII. Oral Reading in the Modern Reading Program
    A. Arguments against oral reading
    B. In support of oral reading
    C. How shall we teach oral reading?
    D. Oral or silent reading first?

IX. Word Analysis and Phonics
    A. Why do we teach phonics?
    B. How not to teach phonics
    C. How to teach phonics
    D. Phonics in remedial reading
    E. Other approaches to word analysis
    F. Word recognition and intellect

X. Rate of Reading
    A. Rate and comprehension
    B. Causes of slow reading
    C. Effective methods of improving rate

XI. The machine approach
    A. What do reading machines do?
    B. Should you use reading machines?
    C. How should reading machines be used?
    D. What about the problems of transfer?
    E. Other problems inherent in controlled reading
    F. What are the limits of speed training?
        (Spache - Toward Better Reading - p. 264.)

XII. Reading in the Content Fields
    A. Why must we insure training for reading in the content fields?
    B. What are the necessary foundational reading skills?

- C. Planning for reading instruction in the content fields
- D. How to teach reading in the content fields: mathematics, science, social science, literature

XIII. Remedial Teaching
- A. Remedial teaching versus classroom teaching
- B. Approaches to remedial reading
- C. Various therapeutic approaches
- D. Measuring progress in remedial work

XIV. Vocabulary Development
- Is vocabulary development a process or a type of drill?
- Factors that influence vocabulary development
- Causes of vocabulary difficulties
- Methods of improving vocabulary
- Problems in vocabulary training
- Testing vocabulary
- The process of vocabulary growth

Reading Improvement Group VI

Goals:

- To define - What is reading?
- To establish major aims of the school's reading program
- To agree on basic characteristics of a good reading program
- To know the various growth stages in reading
- To understand the relationship of reading to the total curriculum
- To understand the functional relationship between reading and writing
- To discover, try, and evaluate new and better ways of teaching reading
- To learn how best to structure materials, space and time so as to help children read
- To familiarize ourselves with the vast source of reading materials available today

Reading Improvement Group VII

Objectives:

To help the participants to understand the meaning and nature of reading and its relationship to other language arts

To get participants to the point where they can apply the knowledge of how children grow, develop and learn in planning:

a. Reading instruction based upon the needs of pupils in their respective communities
b. Balanced reading programs which include developmental, functional, and recreational reading
c. Reading instruction for pupils of different maturity levels and different socio-economic backgrounds

To acquaint the participants with the various resource materials that can be used for reading instruction

To help participants gain a knowledge of pertinent research available in reading and its significance for and application to their own professional situation

To help participants gain an understanding of how reading may be improved through the content fields

To discover some of the instructional needs of the participants through an inventory

To develop an appreciation and understanding of the various approaches to the teaching of reading

To develop an awareness of the importance of improved instruction in reading

To provide situations whereby participants may observe good teaching techniques in the field of reading

Outline:

Unit I. Backgrounds for reading
    A. An overview of reading
    B. The nature and scope of reading
    C. Historical aspects

Unit II. Stages of reading development
    A. Readiness for beginning reading

Unit III. Approaches to the teaching of reading
    A. Language - experience
    B. Phonics programs
    C. Individualized reading
    D. Kinesthetic
    E. Programmed

Unit IV. Improvement of specific skills
- A. Vocabulary
- B. Word analysis
- C. Comprehension
- D. Study skills
- E. Reading rate
- F. Critical reading
- G. Creative reading

Unit V. Organizing the classroom for effective instruction
- A. Discovering reading levels of pupils
- B. Readibility of materials
- C. Patterns of grouping
- D. Planning
- E. Provisions for the exceptional pupils

Unit VI. Teaching reading in the content fields
- A. English
- B. Science
- C. Social Studies
- D. Mathematics

Unit VII. Developing tastes and interests in reading
- A. Books and materials
- B. Bibliotherapy
- C. Role of the library

Unit VIII. Staff responsibilities to reading in the school
- A. Responsibility of elementary school
- B. Responsibility of high school
- C. The role of the administration

Reading Improvement Group VIII

Aims:

To become familiar with:
1. The Developmental Reading Program
2. Various Basal Reading Series
3. Various Other Approaches to the Teaching of Reading
4. Other Materials
5. How to Use Materials to Meet Individual Needs
6. The Requirements of a Total Reading Program
7. The Literature in the Field of Reading

Journals:
1. Catholic Education Review
2. Education

3. Elementary English
4. Elementary School Journal
5. English Journal
6. Journal of Educational Psychology
7. Journal of Educational Research
8. Journal of Reading
9. National Elementary Principal
10. N.E.A. Journal
11. The Reading Teacher
12. V.G.A. Journal

Reading Improvement Group IX

Outline:

1. Areas of Discussion
   - The history of our language
   - Fulfilling the quest for literacy

2. Areas of Discussion
   - The meaning of reading
   - Factors to be considered in beginning reading
   - The responsibilities of the parent and teacher in beginning reading
   - The place of phonics in the reading program

   Sharing - Economy materials
   New Material - Ginn: Pre-Reading Skills Kit A
   Activity - Informal Reading Inventory construction

3. Areas of Discussion
   - Evaluation and review: How Children Learn to Read (U.S. Department of Health, Education and Welfare)
   - Experience chart construction
   - Individualized reading
   - Motivation

   New Material
   - High interest - low vocabulary

4. Areas of Discussion
   - Slow learners
   - Comprehension and interpretation

   New Material
   - McCall-Crabb Standard Test Lessons
   - Reader's Digest Skill Builders

   Sharing
   - Phonovisual Method

   Activity - Teaching aids

5. Areas of Discussion
    - Value of reading to children
    - Meaningful seatwork

   Sharing - Open Court

   New Material
    - SRA Classroom Libraries

6. Areas of Discussion
    - Phonics -Vowel Principles
      - Syllabication Principles
      - Principles of Accent

   New Material
    - Webster Word Wheels

   Activity
    - List rules and give examples

7. Areas of Discussion
    - Phonics study - Review rules

   Sharing
    - Words in Color lesson

   New Material
    - SRA Phonic Survey

8. Areas of Discussion
    - Individual differences in reading
    - Interest Inventories

   New Material
    - SRA Pilot Library
    - SRA Multilevel Laboratories

   Activity
    - Preparing interest inventories

9. Areas of Discussion
    - Oral and silent reading
    - Research findings

   New Material
    - SRA Classroom Libraries

   Activity
    - Listing oral and silent reading difficulties

10. Areas of Discussion
    - Remedial Reading
    - Identification

    New Material
    - Controlled Reader

    Activity
    - Presenting a Controlled Reader Lesson

11. Areas of Discussion
    Teaching reading to culturally deprived children
    Teacher aids
  Sharing
    Volunteer Teacher Aides
  Activity
    Making teacher aids for immediate use

12. Areas of Discussion
    Planning for reading groups
    Meaningful seatwork
  Sharing
    Ungraded classes
  Activity
    Preparing a reading plan for three groups

13. Areas of Discussion
    Vocabulary development
    Definitions
  Sharing
    ITA Lesson
  Activity
    Defining terms and giving examples

14. Areas of Discussion
    Poetry Appreciation
    Visual aids-auditory aids
    Creativity
  New Materials
    Filmstrips and recordings
  Activity
    Sharing poetry

15. Areas of Discussion
    Reading objectives
    Free reading
    Dictionary Skills
    Review
  Activity
    Sharing objectives

Reference Books

1. Adams, Fay and Lillian Gray, Teaching Children to Read
   New York: The Ronald Press Company, 1949
2. Burton, William, Reading and Child Development
   Indianapolis: Bobbs-Merrill Co., Inc. 1956
3. Durrell, Donald, Improvement of Basic Reading Abilities
   New York: World Book Company, 1940

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4. Harris, Albert, How to Increase Reading Ability
   New York: Longman, Green and Company, 1956
5. Kottmeyer, William, Teacher's Guide for Remedial Reading
   New York: McGraw Hill Book Company, 1959
6. Strang, Ruth; McCullough, Constance and Arthur Traxler
   The Improvement of Reading, New York: McGraw Hill
   Book Company, 1961
7. Heilman, Arthur, Phonics
8. Jennings, Frank, This is Reading
9. Riessman, Frank, The Culturally Deprived Child,
   New York: Harper and Row 1962

Outside consultants and professional staff members of the Richmond Public Schools contributed to the effectiveness of the program. Generally, the consultants from outside the school system made presentations to joint meetings of all reading improvement groups while local personnel worked in the individual groups.

Persons assisting instructors in the reading improvement groups are listed below:

Mr. Stanley E. Baker
Remedial Reading Consultant
Richmond Public Schools
"The Use of the Tach-X Tachistoscope"

Dr. Jack H. Boger
Professor and Chairman of Education
Winthrop College
Rock Hill, South Carolina
"Methods and Approaches to Teaching Reading"

Mrs. Louise P. Carter
Language Arts Consultant
Richmond Public Schools
"Reading in the Content Areas"

Mrs. Elizabeth W. Carver
Westhampton Elementary School
Richmond Public Schools
"Initial Teaching Alphabet Experiment"

Mrs. Pauline S. Craddock
General Supervisor
Charles City County, Virginia
"Teacher-Made Materials"

Dr. Leonard T. Curtis
Assistant Professor of Education
University of Virginia
Charlottesville, Virginia
"Teaching Reading to the Slow Learner"

Dr. Lynette S. Gaines
Professor of Education
Atlanta University
Atlanta, Georgia
"Teaching Reading in the Content Areas"

Mrs. Barbara M. Glenn
Language Arts Consultant
East End Jr. High School
"Reading in the Content Areas"

Mrs. Elizabeth C. Hankins
Teacher
J.E.B. Stuart School
"Open Court Experiment in Beginning Reading"

Mrs. Beresenia W. Hill
Supervisor of Remedial Reading
Richmond Public Schools
"Words in Color"

Dr. Marie Marcus
Assistant Professor of Education
Louisiana State University in New Orleans
New Orleans, Louisiana
"Why Should the Reading Teacher be Concerned with Linguistic Theory"

Mrs. Carrie C. Meade
Teacher
West End Elementary School
"Materials Used in Reading Centers"

Dr. Helen A. Murphy
Wellesley Public Schools
Wellesley Hills, Massachusetts
"Team Learning in Reading"

Mrs. Anne R. Noel
Teacher
Matthew F. Maury School
"Individualized Reading"

Miss Eleanor Preston
Supervisor, Library Department
Richmond Public Schools
"Materials and Services of the Professional Library"

Mrs. Joan G. Saroff
Remedial Reading Consultant
Richmond Public Schools
"Language Experience Approach to Reading Improvement"

Mrs. Catherine W. Seargeant
Teacher
William Fox School
"Individualized Approach to Teaching Reading"

Mrs. Julia M. Thornton
Remedial Reading Consultant
Richmond Public Schools
"Materials Used in Reading Centers"

Dr. Rudolph F. Wagner
Chief Psychologist
Richmond Public Schools
"Teaching Reading to the Slow Learner"

Mrs. Lucille M. Ware
Teacher
Highland Park School
"Classroom Practices That Worked for Me"

Miss J. Louise Watts
Reading Consultant
Binford Junior High School
"Developmental Reading at the Junior High School Level"

Social Science Problems

The social sciences embrace those disciplines that deal primarily with the study of human relationships. Therefore, the social science classes were especially well suited to help participants learn to accept human differences and to develop the ability to work with children and colleagues of different ethnic groups.

Seven groups worked on Social Science Problems during the year, three in the fall semester and four in the spring. Enrollment was limited to twenty-five in each group. One class carried college credit from Richmond Professional Institute and one offered credit from Virginia State College.

Instructors in Social Science Problems were as follows:

Dr. William H. Anderson, Jr.
Professor of Sociology
Virginia Union University
Richmond, Virginia

Miss Carol Ballingall
Department of Sociology and Anthropology
College of William and Mary
Williamsburg, Virginia

Mrs. Margaret G. Dabney
Assistant Professor
Virginia State College
Petersburg, Virginia

Mr. Norville Ray Hiner, Jr.
Supervisor of Social Studies
Richmond Public Schools
Richmond, Virginia

Dr. Frank B. Lewis
Professor of Christian Ethics
Union Theoligical Seminary
Richmond, Virginia

Mrs. Sonia E. Patten
Adjunct Faculty
Richmond Professional Institute
Richmond, Virginia

Dr. Harry W. Roberts, Head
Department of Sociology
Virginia State College
Petersburg, Virginia

Objectives and course outlines as developed by participants and instructors are given below:

Social Science Problems Group I

OBJECTIVE: The students shall be aided in developing techniques and attitudes which will aid in teaching in the integrated classroom. The various insights of the social sciences will be examined to determine the factors involved. A part of this will be the interaction of the members of the class.

DESIRED LEARNING OUTCOMES:

1. Each student will understand prejudice from the viewpoints of personality, society, and culture.

2. Each student will be acquainted with the historical background of American racial structure.

3. Each student will examine educational practice and theory seeking understandings of the problems of classroom education in an integrated school.

4. Each student will learn better how to function in an integrated situation by sharing in the learning experiences of the seminar.

METHODS TO OBTAIN THE OBJECTIVE:

1. A lecture series of the nature of prejudice.

2. Three outside lecturers who will present special material.

3. A series of lectures on Negro history.

4. Five films on the subject of the Southerner.

5. Reading by the students.

6. Examination of current sociological research.

7. Discussion of issues in education.

8. Encouraging interaction between class members, especially on controversial matters.

Social Science Problems Group II

I. Objectives:

   A. To help teachers understand human behavior

   B. To improve teachers' understanding of the various social sciences

   C. To help teachers face intelligently the problems arising in an integrated school system

II. Procedures:

   A. Lectures

   B. Large and small group discussions

   C. Individual reports

   D. Guest speakers

   E. Written reports and exercises

   F. Films

   G. Reading

III. Materials:

   A. Books

   B. Reprints of articles in Social Science journals and the Scientific American

   C. Pamphlets

   D. Films

IV. Content:

   A. Social Science: General

      1. What is it?

How did it originate?

2. Causation and the meaning of events

3. Development of an approach and attitude toward social-scientific knowledge: epistemological pluralism

B. Social Sciences:

A specific look at the structure and fundamental idea relationships of each of the social sciences

1. Economics

2. Sociology

3. Political Science

4. Psychology

5. Anthropology

6. History

C. Application of Social Science Analysis to specific problems of human relations faced by individual teachers

Social Science Problems Group III

A. The basic objective of the course is a scientific understanding of race relations and of the universals found therein. This over-all objective may be divided into three major parts:

1. An analysis of the origin, development and present status of the dominant-minority (American Negro) group relations.

2. An analysis of the changing social structure and culture of the minority group and the contributing factors in relation to the larger society.

3. An analysis of the results of the groups' relationships, such as acculturation, conflict, accomodation, prejudice, discrimination, stratification, proposed solutions, etc., and their impact upon the personalities of both groups, and upon the opsition of the United States in the community of nations.

B. This understanding of race relations is to be achieved through:

1. The lecture - discussion method in class
2. Assigned reading selected from an extensive bibliography and written reports
3. A textbook
4. A term paper
5. Book reviews
6. Individual consultations with students on term projects
7. Attendance at lectures given by three nationally known authorities in the field, serving as consultants
8. Use of audio-visual aids

Social Science Problems Group IV

I. OBJECTIVES:

1. To provide members of the group more adequate knowledge of the historical background of the present American structure of racial relationships;
2. To provide a factual basis for understanding the present situation of inter-racial relationships, especially in the American South;
3. To contribute to the self-understanding of members of the group as they examine together the nature and causes of prejudice;
4. To afford opportunities for principals, teachers, and staff members to discuss the problems and dilemmas as well as the possibilities that appear in the process of integration within the educational system.

II. METHODS AND CLASS PROCEDURES:

1. Lecture-discussion to be used in presenting basic issues in each major area of the study;
2. Assigned readings for all members to supply a common basis for discussions;

3. Discussions in small groups; with report to entire class;

4. Assigned reviews of important books and journal articles;

5. Reports by individuals upon questions and problems arising in the course of the study but inadequately dealt with in the general materials;

6. At least one visiting lecturer;

7. The use of two or more brief films dealing with racial differences, "sterotyping," problems of employment and housing, etc.

III. SCHEDULE OF CLASS MEETINGS, ASSIGNMENTS, MATERIALS:

A. PERSPECTIVES IN AMERICAN HISTORY

1. Basic materials: Cash, THE MIND OF THE SOUTH; Frazier, NEGRO IN THE UNITED STATES; Myrdal, AMERICAN DILEMMA; Silberman, CRISIS IN BLACK AND WHITE, chapter VI; Sindler, ed., CHANGE IN THE CONTEMPORARY SOUTH

2. Discussion subjects and class reports:

(a) Development of a Public School system in Virginia

(b) Report on Marcs, THE TREATMENT OF MINORITIES IN SECONDARY SCHOOL TEXTBOOKS

(c) Present legal status of interracial marriage in United States

B. PERSPECTIVES IN RECENT ANTHROPOLOGY

1. Basic materials: KLUCKHOHN, MIRROR FOR MAN, chapters 5 & 9; Pettigrew, PROFILE OF THE NEGRO AMERICAN, chapters 3, 4, 5, & 6

2. Discussion subjects and class reports:

(a) Report on Raab & Lipset, PREJUDICE AND SOCIETY

(b) Report on concept of race as a "modern" phenomenon.

C. PERSPECTIVES IN SELECTED SOCIOLOGICAL STUDIES

1. The Negro American and the Negro Revolution

The Role of the Racial Minority
Urbanization and Its Effects
Automation, Unemployment and the Changing Labor Market
Education and the Schools
Basic Materials: Pettigrew, A PROFILE OF THE NEGRO AMERICAN; Pts I and III
Silberman, CRISIS IN BLACK AND WHITE, chs. I, II, IX
Discussion subjects and class reports:

(a) Report on Rose, SOCIAL CHANGE AND THE NEGRO PROBLEM

(b) Report on Morland, TOKEN DESEGREGATION and BEYOND

(c) Report on THE NEGRO FAMILY (Moynihan)

(d) Film - CRISIS IN LEVITOWN

(e) Film - CHALLENGE TO AMERICA: THE ROLE OF EDUCATION IN INTERGROUP RELATIONS

2. The Effects of Poverty in an Affluent Society

Basic materials: Harrington, THE OTHER AMERICA: POVERTY IN THE UNITED STATES
Galbraith, THE AFFLUENT SOCIETY

D. PERSPECTIVES IN AMERICAN ETHICAL PLURALISM

Basic materials: Johnson, PATTERNS OF ETHICS IN AMERICA TODAY

Social Science Problems Group V

OBJECTIVES: To give the students an understanding of concepts that are basic to anthropology, such as the concept of culture, the fundamental unity of mankind, and cultural relativity. To examine scientific evidence bearing on the matter of physical differences among men. To gain insight into cultural differences which have grown up around two of the world's major religions, Buddhism and Islam. To examine several aspects of traditional cultures of Africa, as well as the assets and problems of Africa today.

PROCEDURES:
A. Lectures
B. Two special speakers
C. Readings
D. Three films
E. A brief paper and an exercise in analysis
F. Four recordings
G. Classroom discussion

MATERIALS:
A. A basic anthropology text
B. Two monographs, one on the Cheyenne Indians, and the other on Bunyoro, an African kingdom.
C. Reprints from social science journals
D. Two films on Africa, one on the Middle East
E. Four recordings of legal cases in nonwestern societies.

Social Science Problems Group VI

I. Point of View:

All human behavior is social, is the result of communication, learning and adjustment. The overwhelming need in our society is for human behavior geared toward cooperation. It is imperative that teachers examine their attitudes and the attitudes of others toward them within a rational and scientific framework. The gap in life pattern between teacher and pupil, and even between teacher and colleague, is often wide. This may be particularly true in newly de-segregated school situations. This gap is often not sufficiently overcome by the teachers' theoretical orientation. The teacher's concept of self and perception of others are important mediating factors but may be inadequate for the situation. The process of changing these perceptions and concepts is a necessary concomitant to the development of teachers who can be free, supportive and insightful and who can enter into cooperative human relationships.

II. Objectives:

To help students to identify, understand and, where necessary and possible, to change attitudes about and toward others as well as themselves.

To create in students self-awareness about the role of teachers in social change with particular reference to school desegregation.

To help students to understand the development of cultural values and their effects upon attitudes and behavior.

III. Desired Learning Outcomes for Each Student:

To understand the nature of culture and its influence upon value systems and behavior.

To understand the structure of the society and the manner in which societies divide into smaller social units with ascribed positions and behavior.

To understand the psycho-dymanics of personality development.

To develop insights which will permit him to influence and reinforce positive self-concepts and intervene to change negative self-concepts.

To understand the process which takes place when people come together in a group - the types and manner of communication, the establishment of group goals, standards and norms and the functions of leaders and members.

To develop enough insight into group process to make it possible to guide classroom groups in such a way as to make them positive factors in the development and learning of children.

To understand the nature and effects of prejudice and methods of reducing tensions based upon prejudice.

IV. Procedures

A. The classroom situation will be used as a T-group. Formal lectures will be at a minimum.
B. Group discussions
C. Individual and group reports

D. Role playing
E. Films and film strips
F. Reading
G. Guest speakers
H. Preparation of individual logs
I. Analysis of individual problems

V. Materials

A. Books
B. Pamphlets and reprints
C. Films and film strips

VI. Content

A. Culture and Society - Definitions and Related Concepts

Culture change and conflict
Enculturation
Acculturation
Sub-culture
Ethno-centrism
Culture traits and complex
Cultural relativity
Marginal man
Cultural attitudes and values
Groups
Stratification
Status and role
Social Class
Institutions
Social change and conflict
Power and authority
Social problems
Prejudice

B. Self and Personality

Self-concept
Id, ego, super-ego
I, me, generalized other
Defense mechanisms
Communication, learning and adjustment
The function of role
Socialization
Role conflict
Perception
Unique experience
Organic and social processes
Interaction of organism, environment, unique experience and human nature

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C. Group Dymanics

Groups -- primary and secondary
Formation, function and influence and operation

Group Process

Structure	Leadership
Inter-action	Cohesion
Communication	Motivation

Social Science Problems Group VII

OBJECTIVE: The students shall be given the opportunity to broaden their horizons, to acquire a sense of scientific and historical perspective, to acquire relevant scientific principles and concepts, to acquire ethnographic and historical data in the areas of race and culture.

The students shall be given the opportunity to focus in concert, Negro and Caucasian, on intellectual and professional problems of common concern.

DESIRED LEARNING OUTCOMES:

1. Each student shall know what race is and what culture is, that he also knows that there is no relationship between race and culture--race and demonstrated problem solving, race and demonstrated inventiveness--anywhere, be it in Viet Nam or in Richmond Schools.

2. Each student shall become familiar with the idea that United States social class differences are cultural differences.

3. Each student shall have gained sufficient appreciation of United States social classes as culturally variant groups--that is, groups with somewhat different values, and thus somewhat different motivations --to be able to see class differences in the American Negro population, too; and thus get some conception of the implications that class differences have for teachers and schools in areas of heavy Negro population in the decades ahead.

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4. Each student shall have gained an appreciation of Negro individuals on the one hand, and of Caucasian individuals on the other, as intellectually and professionally worthy of respect, and as middle class individuals (culturally), all.

METHODS TO OBTAIN THE OBJECTIVES:

1. Lectures on the formation of modern races of man, illustrated with skeletal and skeletal casts, and photographs from life.
2. Lectures on culture and culture formation, using ethnographic date, including movies, slides, class demonstration.
3. Lectures on economic systems and their social and cultural concomitants.
4. Lectures on United States social classes, including a comparison of social class and the "culture of poverty."
5. Reading by students.
6. Large and small group discussions.
7. Outside speakers (two).

Information, understandings, enthusiasm, and inspiration we added to the workings of the Social Science groups by the following consultants:

Dr. Willard E. Goslin
Retired Professor of Education
George Peabody College for Teachers
Nashville, Tennessee
"Education and Our Changing Society"

Dr. Norman C. Greenberg
Associate Professor of Anthropology and Education
George Peabody College for Teachers
Nashville, Tennessee
"Anthropological Insights into Personal Behavior"

Dr. Harold N. Stinson, Superintendent
Boggs Academy
Keysville, Georgia
"Race History and Our Present Crisis"

Speech Improvement

The speech improvement phase of the program was designed to help improve speech patterns of pupils and teachers without producing emotional side effects. Classes were limited to fifteen participants in each group to provide for more personal involvement and participation.

Eleven groups operated during the year, six in the fall and five in the spring semester. College credit was available from Richmond Professional Institute for work in one fall group and from the College of William and Mary for the spring group.

Instructors for the speech improvement groups were as follows:

Dr. Roy M. Carter
Assistant Professor of Speech
Richmond Professional Institute
Richmond, Virginia

Dr. Raymond Hodges
Professor of Speech and Dramatic Art
Richmond Professional Institute
Richmond, Virginia

Dr. Robert W. Kirkpatrick
Professor of Homiletics and
Director of the Audio Visual Center and Radio Station
Union Theological Seminary
Richmond, Virginia

Mr. William H. Lockey, Jr.
Instructor in Speech and Drama
University of Richmond
Richmond, Virginia

Mr. Donald L. McConkey
Assistant Professor of Theater and Speech
College of William and Mary
Williamsburg, Virginia

Mrs. Carolyn Roberts
Graduate Assistant
Richmond Professional Institute
Richmond, Virginia

Dr. Jerry L. Tarver
Assistant Professor of Speech
University of Richmond
Richmond, Virginia

Mr. Warren White
Assistant Director of Research and Development
Richmond City Schools
Richmond, Virginia

Each group established its own specific goals and outline with the help of the instructor. The aims, goals, or outlines thus developed are given below:

Speech Improvement Group I

I. Aims -
  A. To make us all speech conscious
  B. To realize speech is sound
  C. To review how speech sounds are made
  D. To improve individual speech
  E. By this improvement to improve speech of our students
  F. To afford practice in various speech situations

II. What is good speech?
  A. Regional speech
  B. Speech, the teacher's most used tool
  C. Relaxed speech

III. How is speech produced?
  A. The motor
  B. The vibrator
  C. The resonators
  D. The articulators

IV. The sounds of speech
  A. The vowels (fourteen)
  B. The consonants
  C. The diphthongs
  D. International Phonetic Alphabet
  E. I.P.A. as a tool for helping ourselves and our students
  F. Drill in the use of I.P.A.

V. Speech skills
  A. Reading aloud
    1. Prose
    2. Poetry

- B. Panel discussions - Other discussion techniques
- C. Public speaking - The speech to inform
  1. Attention step
  2. Need step
  3. Visualization step
  4. Satisfaction step
  5. Action

VI. Speech problems
- A. Recognizing potential problems
- B. The responsibility of the school
- C. The attitude of the teacher
- D. The task of the classroom teacher
- E. Other help available in Virginia

VII. Functional speech problems
- A. Delayed speech
- B. Baby talk
- C. Articulatory problems
- D. Lisping

VIII. Organic and psychogenic speech problems - Recognition only

Speech Improvement Group II

The Major Aims:
1. To discuss sociological implications of speech patterns
2. To determine ways of identifying speech problems and patterns
3. To develop methodology for helping children change speech patterns
4. To increase the speaking ability of the class members

Some of the methods to be used in achieving these aims are the following:
1. A study of the human speech mechanism
2. A study of the phonetic alphabet to the extent that it can become a tool for the teachers
3. A study of the major categories of speech defects
4. A study of "standard" American pronunciation
5. A study of regional differences in pronunciation
6. A study of what constitutes "acceptable" and "unacceptable" speech patterns

Examples of the activities in the class will include lecture, discussion of problems which teachers bring,

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discussions of readings, individual reports of readings, choric speaking, and individual speeches.

Speech Improvement Groups III and IV

Goals:

1. To take as our minimum goal in speech, to speak as the best educated persons of our community, and, preferably, to speak in ways that are common to the best educated persons of the nation.

2. To be aware of our own speech characteristics in relation to that of the best educated.

3. To be aware of the characteristic speech differences between or among various segments of our community.

4. To extend into the homes of our pupils as much as possible of our work in speech.

5. To assist slow pupils in expressing themselves.

6. To develop methods for implementing the above goals, including desirable motivation of the pupils concerned.

Speech Improvement V

Objectives:

1. Have every teacher learn the International Phonetic Alphabet in order to master what John S. Kenyon has called the indispensable element in the training of a teacher of English or speech.

2. Have every teacher learn the common faults of poor voice (ie: faulty rate, pitch, volume, and quality), and to explain the appropriate remedies.

3. Have each teacher understand the errors in pronunciation and articulation common in this area.

4. Have each teacher understand how voice and diction standards are determined.

5. Have each teacher discover and correct deviations from standard usage found in her own speech.

6. Have each teacher appreciate more fully the importance of good speech to the educated person.

7. Further in each teacher a greater interest in teaching good speech while giving the teacher at the same time increased confidence with which to apply what has been learned.

Speech Improvement Group VI

I. Aims
   A. To develop an awareness of the social significance of good speech.
   B. To instill a sense of responsibility with regard to the teacher's function as a speech model.
   C. To equip the teacher with practical tools and techniques for working toward speech improvement.
   D. To familiarize the teacher with functional sources of information and assistance in speech improvement.

II. The Voice
   A. Breathing
   B. Tone production
   C. Resonance
   D. Variety and expressiveness

III. Diction
   A. Substandard speech
   B. International Phonetic Alphabet
   C. Consonants
   D. Vowels and diphthongs
   E. Connected speech
   F. Exercises in recording and analyzing substandard speech

IV. Speech Skills
   A. Reading aloud
   B. Group discussions
   C. Public speaking - The motivated sequence

V. Organic and Psychogenic Speech Problems
   A. Recognition
   B. Disposition

Speech Improvement Group VII

Objectives:
1. To instruct the class in the International Phonetic Alphabet.
2. To expose the members to varied speaking situations.
3. To make each person aware of "good speech."
4. To discover as many ways as possible to make class material directly applicable to students of the participants.

Speech Improvement Group VIII

Topics To Be Covered:

1. Introduction to the Course
2. Voice and Articulation: The Instrument of Communication -- Nature and Standards
3. Discussion and Explanation of Exercises for Improvement of Voice and Articulation
4. The Organs of Voice and Articulation
5. The Sounds of American English and the Phonetic Alphabet
6. The Consonants -- Acoustical Effects and Phonetic Symbols
7. The Front Vowels -- Acoustical Effects and Phonetic Symbols
8. The Back Vowels -- Acoustical Effects and Phonetic Symbols
9. Voice and Articulation Problems in the Classroom
10. Detecting Voice and Articulation Problems in the Classroom
11. Testing Students for Voice and Articulation Problems
12. Presentation of Individual Projects -- A Picture Test of Speech Sounds
13. "Speech" as Communication and Adjustment

Speech Improvement Group IX

1. Have every teacher learn the International Phonetic Alphabet in order to master what John S. Kenyon has called the indispensable element in the training of a teacher of English or speech.
2. Have every teacher learn the common faults of poor voice (ie: faulty rate, pitch, volume, and quality), and to explain the appropriate remedies.
3. Have each teacher understand the errors in pronunciation and articulation common in this area.

4. Have each teacher understand how voice and diction standard are determined.

5. Have each teacher discover and correct deviations from standard usage found in her own speech.

6. Have each teacher appreciate more fully the importance of good speech to the educated person.

7. Further in each teacher a greater interest in teaching good speech while giving the teacher at the same time increased confidence with which to apply what has been learned.

Speech Improvement Group X

Objectives:

1. The study of the sounds of American English through the International Phonetic Alphabet
2. Discussions of regional dialects and acceptable variations in pronunciation.
3. A tape recording by each teacher using material (prose) of his own choice.
4. The recordings to be played back with the teachers analyzing each other and additional comments from instructor.
5. Discussion of the strong and weak forms of our language with phonetic transcriptions of these.
6. Discussion of how a "Telephone Trainer" could be used to improve students' speech.
7. Each teacher to record some of their students who have speech problems. These will be played, analyzed, and suggestions made as to how these problems might be handled.
8. A study and discussion of the text, Speech In The Elementary Classroom by Van Riper and Butler.
9. Recording and listening to short exercises that deal with specific sounds (emphasis on those which have been so far noted to be faulty among this group).

10. A study of the use of the Kenyon and Knott Phonetic Dictionary.

11. Discussion and exercises for

    a. Resonance
    b. Rhythm
    c. Pitch
    d. Intonation

12. Practices in phonetic transcription

Speech Improvement Group XI

Objectives:

1. The study of the sounds of American English through the International Phonetic Alphabet.

2. Each teacher to make a recording using material of his own choice.

3. Listening to and analyzing recordings of the teachers.

4. a. Listening to and analyzing recordings of some of the students of the teachers.
   b. Discussion of specific methods to gain improvement.

5. Viewing three films on hearing with discussion afterwards.

6. Discussion of the strong and weak forms of our language.

7. Each teacher will be asked to bring in for class consideration and perusal materials which they have found useful in working with their students. These may include film strips, texts, and records.

8. Recording and listening to short exercises that deal with specific sounds.

9. Discussion of certain words commonly mispronounced.

10. Study of the use of the dictionary (Kenyon and Knott).

11. Discussion and exercises for

    a. Resonance
    b. Rhythm

   c. Pitch
   d. Phrasing
   e. Intonation

12. Practice in phonetic transcription.

13. Further discussion of techniques for the teachers to use with their students.

Consultants from outside the Richmond Public Schools contributed information and inspiration for instructors and participants.

Consultants for Speech Improvement Groups:

Dr. Ralph C. Bralley
Assistant Professor
Speech Pathology and Audiology
University of Virginia
Charlottesville, Virginia
"Some Aspects of Communicative Disorders"

Dr. William J. Griffin
Professor of English
George Peabody College for Teachers
Nashville, Tennessee
"General Understandings About Language"

Professor Edith Warman Skinner
Carnegie Institute of Technology
Pittsburgh, Pennsylvania
"Phonetics, A Tool for Good American Speech"

Dr. Donald H. Smith
Chicago Teachers College North
Chicago, Illinois
"A Speaker's Model"

EVALUATION

Procedure

At the time that the program was organized, it was realized that the two objectives of the project could not lend themselves to quantitative measure. With that factor in mind, it was determined that the evaluative procedures would be subjective in nature.

Three approaches toward obtaining subjective judgement were made:

1. Reactions of the instructors,
2. Reactions of principals of buildings from which participants were selected.
3. Reactions of participants.

The instructors were requested to submit evaluations of their classes in terms of the specific objectives which they had presented to the project director at the beginning of the project. Copies of the instruments designed to get the subjective reactions of the principals and the participants are attached to this report. (See Appendices F and E.)

The anticipation that answers would tend to fall into clusters was fulfilled. However, as the answers were examined, it became obvious that a total comparison of participants' reactions across subject area lines would be unsatisfactory. Therefore, the following descriptions of the results of the opinionnaires are broken down into the three categories listed above with the third category being further broken by subject area. For this report, only a summation is presented. All data from which this report is written are on file in the Office of the Assistant Director for Instruction of the Richmond Public Schools.

Response from Instructors

The project director sent to each of the instructors in the project a memo (See Appendix G) which reads in part:

> As a terminal activity for the instructors in the In-Service Program, would you write a brief narrative evaluation of your class including:
>
> 1. Accomplishments as related to stated objectives,
> 2. The value to the teachers,
> 3. Suggestions for future In-Service Programs.

The consensus of the instructors was that the objectives outlined at the beginning of the course were not met completely. However, those objectives which were achieved were of great value to the teachers. It appears that the major cause for failure to achieve all objectives could be found in the fact that more objectives were set forth than were attainable within the time limitations of the project. The evaluation team feels that the instructional staff for the project is to be commended for its attitude of striving for more than is subject to accomplishment. The team feels that by establishing multiple objectives and, as the course progressed, selecting for in-depth study those objectives which were more critical to the class members, the instructors were able to maintain high levels of motivation.

The instructors indicated that the value of the project to the teacher/participants as expressed in various media of feedback lay in two major areas: personal improvement and professional improvement. In the first of these areas, improvement in communication skills and improvement in social understandings appeared to be of greatest value to the participants. In the professional area, increased use of theory in methodology, exposure to research in subject area fields, and the realization that all teachers have many common problems appeared to be of greatest value.

The suggestions for future In-Service Programs tended toward three major ideas. It was felt that the instructors should be appointed far enough in advance for more detailed planning and accumulation of materials than was provided in this instance. Many of the instructors felt a need for more rapid access to a variety of materials. It was the consensus of the instructors in the speech courses that the speech classes should be maintained through two semesters with one semester being devoted to speech patterns and speech deviates and the other devoted to "public speaking."

Responses from Principals

The purpose of this opinionnaire was to attempt to find out if there were any noticeable changes in the school situations in which the participants worked.

Out of 56 potential responses, 33 were received. The 33 respondents represented 21 elementary schools, 5 junior high schools, 4 senior high schools, and 3 combination schools.

Of the thirty-three responses received, 31 were generally favorable, 1 was non-commital, and 1 was unfavorable in general content.

In response to the most noticeable results of the project on the instructional program within the school, the concensus of the [illegible] principals was that the carry-over of the interpersonal relationships developed in the in-service classes had the greatest impact on the schools instructional program in that the teachers brought these same techniques to play within the faculty.

A second, more apparent result of the project was found in the specifics of the course content of the project courses which were applicable to the classroom situation.

Questions 4 and 5 related to changed teacher attitudes. Twenty-four of the principals indicated that the teacher attitudes had changed. Three indicated that they had not. Five indicated no basis for judgment.

Specific examples of changed attitudes included use of different methodologies and materials, increased understanding of children's problems (with the resultant acceptance of all children regardless of color), and a broadening of teachers' educational philosophies.

Questions 6 and 7 concerned the future role of such a project. Twenty-nine of the responding principals indicated that the project should be continued. Three of the principals were unsure as to whether or not the project should be continued.

Those who felt that the project should be continued gave the following reasons: More teachers should have the opportunity to acquaint themselves with recent research and up-to-date practice. The teaching efficiency of the participants was improved. Other teachers should have such an opportunity made available to them. Not all teachers who applied were accepted. Provisions should be made to provide the opportunities of such a project to all teachers. Teachers need continuing help and stimulation. Teachers need specific subject matter assistance. Teachers' horizons were broadened by participation in the project. A better understanding of biracial culture has begun as a result of the project.

Responses from Participants

At the end of the class, each participant was given a twelve question opinionnaire and an envelope addressed to the Project Director. A copy of the opinionnaire is attached. (See Appendix E) The participants were instructed to complete the opinionnaire without consultation and mail it directly to the Project Director. The only identifying data on the opinionnaire is in items 1 and 2: the participant's teaching assignment and the in-service course in which the participant was enrolled.

In the following summations of the opinionnaires, the participants' reactions have been grouped according to in-service course; however, there has been no effort to identify the sections within each course.

Appendix H demonstrates a breakdown by school or department of the 781 participants in the In-Service Program. Appendix I demonstrates the distribution of participants by course. Of the 781 participants, 491 or 63 percent, completed the opinionnaire and returned it to the Project Director. Of the participants returning the opinionnaires, the consensus was that the total In-Service Program was beneficial to the participant's personal growth, was beneficial to the students, increased the instructional level of the Richmond Public Schools, and should be an ongoing part of the Richmond Public Schools program.

Communications Workshop. Of the 74 participants in the Communications Workshop 23, or 31%, responded to the opinionnaire. The consensus of the respondents was that the general atmosphere generated by working with people with a wide variety of interests was of greatest benefit to the members' personal growth and development. Only four responses were made to the question concerning the least beneficial aspect of the course, and these responses were not actually directly applicable to the participants' personal growth and development.

Concerning the part of the course which was of greatest benefit to students, there was no preponderance of opinion. However, the responses tended to cluster around three major areas: increased understanding of public relations work, increased understanding of methodology in developing student projects, and increased understanding of student needs.

The responses to what should be added to the course included: more guest lecturers, more communications activities, broadening the program to include more communications media, narrowing the program to get into greater depth with one communications medium, more time in learning to use visual aids, less time wasted on teaching how to use visual aids, more instruction in technical aspects of communication, and less time spent on the technical aspects of communication.

Of the 23 respondents 21, or 91 percent, indicated that the In-Service Program should be continued and gave as reasons the same things mentioned in items 3 and 5; 19 indicated that they would attend such a course if no stipend were offered. On the other hand, the reason for nonattendance with no stipend was one of pure economics on the part of "moonlighting" teachers. Those who indicated that they would attend gave such reasons as: "If a teacher has reached a saturation point in her growth, she is 'finished' as an educator." Teachers "need to communicate much more effectively." "This type of program makes our work more meaningful." "Stipend or no stipend, I want another course."

Development of Future Leaders. Of the 25 participants in the Leadership Program, 22, or 88 percent, returned the opinionnaires.

It is the opinion of the evaluation team that the failure of central tendencies in the responses to questions 3 through 8 was a direct result of presenting a forced choice question in a situation where a multiplicity of answers was possible. It appears from the responses that there was no "most" or "least". Therefore, the responses to items 3 through 8 are presented in the following form:

3. What in this course was most beneficial to your personal growth and development?

   What qualities to look for in leadership today

   Suggestions toward self-improvement

   Personal and professional interaction

   Guest speakers and leaders

   Meeting and getting to know department heads

   Group interaction and sharing

   Deeper sense of loyalty

   General information presented

   Informal setting

   Increased understanding of our school system

   Educating the whole child

4. What in this course was least beneficial to your personal growth and development?

   Lack of differentiation between emphasis in elementary and secondary schools

   Interruptions and lack of organized questions

   School systems building program (except changes to improve instruction)

   Visiting the schools

   Visiting the warehouse

   Rather than hearing about leadership, it would have been better to take practical leadership roles

5. What in this course was most beneficial to your students?

   Organization -- curriculum involving activities of the children

Better working knowledge of school system

Leadership qualities to cultivate, encourage and stimulate

Indirect benefits from attitudes and understanding

Giving children opportunities to lead as an individual

More opportunities for speech development

6. What in this course was least beneficial to your students?

Time taken from class work

Administrative procedures

7. What should be added to this course?

Internship in leadership program

Individual assignments (no risk) "role playing"

Offer administrative techniques

More speakers of Dr. Goslin's caliber

Course should be taught for 2 semesters, extending depth and scope

Course should have a theme and general organization

College credit

Textbook for comparison and study

Special interest sections

Attending city council

Panel discussions (more activities)

Reports from special project workers

More suitable facilities

Fifteen minute break

Data processing included

Attend buying sessions and work on purchase orders, etc.

More questions and answer time

Devote one session to a leader from industry

More observation time

8. What should be eliminated from this course?

Trips to schools

The stipend

Limit number of speakers in one class session

Trips to warehouse

Abbreviate some areas

Twenty-one, or 95 percent, of the respondents indicated that the In-Service Program should be continued and that they would participate even if no stipend were offered.

Leadership Development. A leadership development evaluation was carried out through the use of a check list type opinionnaire. (See Appendix B) A summation of the responses follows:

1. Which of the following most nearly expresses how you feel about the conference?

Very satisfied (7)   So-so (22)   Somewhat dissatisfied(8)

Quite satisfied (39)   Very dissatisfied (1)

2. Which activities or topics were particularly stimulating to you?

The respondents indicated that the discussion groups and Dr. Roberts' lecture were the most stimulating aspects of the conference.

3. a. In a few words describe how the leader and recorder were selected in the group in which you were a member.

Elected, common consent, suggestions, drafted

b. What is your evaluation of how the leader and recorder were selected?

Good, O.K., not good, very poor, so-so, no one wanted the jobs

c. If you were dissatisfied with the method used, what method would you have preferred?

Pre-selected, volunteer, secret vote, temporary chairman rotating leaders, more democratic

4. How did this year's conference compare with pre-school conferences held in recent years?

Much better (18)   About the same (18)   Somewhat weaker(10)

Somewhat better (18)   Much weaker ([illegible]

5. On the whole, were the presentations

a. Too long (19)   About right (39)   Too short (0)

b. Too theoretical(18)   About right (32)   Too simple (5)

c. Well prepared (50)   So-so (9)   Poorly prepared(1)

d. Stimulating (31)   So-so (15)   Rather boring (14)

6. On the whole, were the group discussions

a. Efficiently conducted (51)   So-so (14)   Poorly conducted(2)

b. Comprehensive (28)   So-so (12)   Too narrow (1)

7. On the whole, did members of the discussion groups participate in the discussions?

Extensively (60)   Some (16)   Little (1)

8. In a few words, how did you like the way the conference was organized? (time, type activities, etc.)

The responses indicate that the participants felt that the conference was well organized although there were some suggestions that the conference was too long.

9. What suggestions would you have for planning and organizing a conference for a similar purpose?

The three major suggestions were to have better outside speakers, shorten the time of the conference, and include principals and supervisors on the planning committee.

10. What other feelings do you have about the conference?

Interesting and challenging

Plans good

Variety of topics

Missed having announcements

Bad time for conference

Principals need to be in schools just before teachers return

Dates should be known to participants well in advance

Air conditioned auditorium

Speakers uninspirational

Prefer local speakers

Consultants need to be available to smaller groups

All day conferences

Three days long enough

Reading Improvement. Of the 205 participants in the reading courses, 143, or 70 percent, returned the opinionnaires.

The consensus of the respondents was that the most beneficial thing in the reading section was instruction in up-to-date approaches and methodology in the teaching of reading. The comments under least beneficial tended around individual items in methodology with which the participants disagreed. In some instances, the responses seemed to indicate that the participants felt that certain activities - such as reading a lecture from a textbook - were an insult to the participants' intelligence.

It would follow then that the feeling of the participants was that the "practical" teaching aids and materials presented by the instructors were of greatest benefit to the participants' students. In identifying those matters which were of least benefit to the students, the participants inevitably identified those methods, ideas or concepts with which they were already familiar. It was the overwhelming consensus of the participants that more demonstrations and observations of actual classes should be added to the reading course. Under question 8, the participants expressed a desire to discover some way to reduce the length of the individual class sessions.

One hundred forty-one of the respondents indicated that the In-Service Program should be continued, and 134 indicated that they would be interested in taking such a course if no stipend were offered.

Social Science. Of the 157 participants in the social science class 95, or 61 percent, completed the opinionnaires and returned them to the Project Director.

About one-third (32, or 34 percent) of the respondents thought that the most beneficial result in personal growth and development was in a greater understanding of a biracial society. Thirty-six, or 38 percent, of the respondents indicated that the greatest benefit resulted from the interchange of opinions and ideas among the class members.

There was some feeling expressed that some of the discussions shifted to unrelated topics. One respondent indicated that the least beneficial thing in the course was the instructor.

The respondents reiterated the increased gain of understanding of a biracial society as being of greatest benefit to their students. In fact, all of the responses to item 5 could be reduced to that general heading. Logically enough, the group felt that the detailed technical material and specifics offered in the lectures was of least direct benefit to their students.

The responses concerning what should be added to the course were so varied as to fail to cluster around any point other than the general idea of "more course". Suggestions included specifics in the way of aids, student materials, specific lecture topics for guest lecturers, and specific teaching methods -- such as field trips. Suggestions on what to eliminate included the long class periods and some guest lecturers. However, the total amount of time in the course was not questioned nor was the benefit of guest lecturers _per se_. It appeared to be a question of length of the class period and the fact that individual lecturers may not have been interesting to individual enrollees.

Eighty-four of the respondents indicated that the program should be continued and 83 indicated that they would enroll in such a course even if no stipend were offered. Because of the preponderance of enthusiasm in the responses, the evaluation committee tends to discount the two very vociferous negative responses and to place more weight on such statements as, "I have _paid_ money to go to classes previously."

Speech Improvement. Of the 158 participants in the speech class 100, or 63 percent, returned the opinionnaires.

Of those respondents, 62 indicated that an increased awareness of speech and speech patterns was of greatest benefit to their personal growth and development. There was no central tendency evident in the responses to item 4, "What in this course was least beneficial to your personal growth and development?"

The responses to question number 5 consistently referred to specifics in materials and methodology in the teaching of speech. It would follow logically, then, that the participants felt that those things which were least beneficial to their students were the abstract, theoretical backgrounds of the course.

The respondents seemed to feel that the speech course could be improved with additions in two major areas: more instruction in methodology and use of materials for children and more time for personal improvement. The respondents seemed to feel that the course should be more of a laboratory course and less of a lecture course - this was particularly true with reference to the visiting lecturers. Ninety-nine of the respondents indicated that the In-Service Program should be continued and 87 indicated that they would attend if no stipend were offered.

Conclusions

Basing its conclusions upon the opinions expressed by the participants in their responses to the opinionnaires, the evaluation team is convinced that the In-Service Program effectively met and accomplished the objectives and purposes as defined on pages 4 and 5 of the original proposal. The team also discovered some evidence of such concomitant results as increased morale in the teaching staff, increased efficiency in the instructional program, and increased understandings of the educative process.

Recommendations

1. The program should be continued for two more years to meet total objectives, even if no stipend can be offered to participants. This would insure participation of those who are genuinely interested and elimination of those who are not.

2. The program should be extended to provide the opportunities of such a project to all interested teachers. The program offers the

continuing help and stimulation and specific subject matter assistance which is needed by teachers.

3. *College credit should be given* for more of the classes. Arrangements should be made with more colleges so that the participants can receive graduate credit from any one of a number of colleges in the area.

4. *Instructors should be appointed far enough in advance for more detailed planning* and accumulation of materials.

5. *A variety of materials, readily accessible, should be made available to instructors.* This will facilitate better planning and will aid in presentation of subject matter.

6. *There should be increased presentation of practical teaching aids and materials.* New methods, ideas and concepts should be introduced while familiar ones should be eliminated. Practical application of assimilated subject matter should be carried out by individual assignments.

7. *The speech classes should be maintained through two semesters* with one semester being devoted to speech patterns and speech deviates and the other devoted to "public speaking". The course should be more of a laboratory course and less of a lecture course.

8. *The leadership development class should provide time for greater participation.* Such participation could take the form of "role playing" or "in-basket" teaching techniques.

APPENDIX A

MEMORANDUM TO PRE-SCHOOL CONFERENCE PARTICIPANTS

Richmond Public Schools
Administration Building
312 North Ninth Street
Richmond 19, Virginia

August 3, 1965

To: Members of the Pre-School Conference

Subject: Pre-School Conference

The 1965 Pre-School Conference will begin this year on Monday, August 23, and will be held at John Marshall High School. It will begin at 8:30 each morning during the week and will be dismissed at 12 noon.

The theme of this year's conference will be, "Educational Leadership for a Changing Society."

This is the first of a series of In-Service training classes authorized under a grant from the U. S. Office of Education. Since this leadership conference is the "kick-off" for the entire training program, the time has been extended to include two days more than the previous pre-school conferences. The additional time is necessary to afford us the opportunity to gain experiences from leading consultants in the field of educational leadership.

All addressees are expected to be present.

APPENDIX B

EVALUATION

EDUCATIONAL LEADERSHIP FOR A CHANGING SOCIETY

RICHMOND PUBLIC SCHOOLS
809 EAST MARSHALL STREET
RICHMOND, VIRGINIA 23219

EDUCATIONAL LEADERSHIP FOR A CHANGING SOCIETY

EVALUATION

DIRECTIONS: Do not sign your name to this evaluation. Your feelings about the conference will be most helpful. Please indicate these feelings frankly by answering the following questions.

1. Which of the following most nearly expresses how you feel about the conference?

Very satisfied	So-so	Somewhat dissatisfied
Quite satisfied		Very dissatisfied

2. Which activities or topics were particularly stimulating to you?

3. a. In a few words describe how the leader and recorder were selected in the group in which you were a member.

   b. What is your evaluation of how the leader and recorder were selected?

   c. If you were dissatisfied with the method used, what method would you have preferred?

4. a. How did this year's conference compare with pre-school conferences held in recent years?

Much better	About the same	Somewhat weaker
Somewhat better		Much weaker

   b. Why?

5. On the whole, were the presentations

a. Too long	About right	Too short
b. Too theoretical	About right	Too simple and overly practical
c. Well prepared	So-so	Poorly prepared
d. Stimulating	So-so	Rather boring

6. On the whole, were the group discussions

   a. Efficiently conducted   So-so   Poorly conducted

   b. Comprehensive   So-so   Too narrow

7. On the whole, did members of the discussion groups participate in the discussions

   Extensively   Some   Little

8. In a few words, how did you like the way the conference was organized? (time, type activities, etc.)

9. What suggestions would you have for planning and organizing a conference for a similar purpose?

10. What other feelings do you have about the conference?

Please return this form as soon as possible to

Robert T. Anderson, Assistant Director of Instruction
Room 206 Administration Building

APPENDIX C

MEMORANDUM TO ALL PROFESSIONAL STAFF MEMBERS

RICHMOND PUBLIC SCHOOLS
809 EAST MARSHALL STREET
RICHMOND, VIRGINIA

Date: [illegible]

To: All Professional Staff Members

From: Robert T. Anderson, Assistant Director of Instruction

Subject: In-Service Training Program

The in-service training program for professional staff members of the Richmond Public Schools is being intensified during the 1965-66 school year. This portion of the program has been made possible by a grant from the U. S. Office of Education.

Objectives

(1) To improve the educational programs offered to all children in the Richmond Public Schools.

(2) To assist staff members in broadening their self-concepts in relation to co-workers, various sub-cultures, and the total milieu in which they teach.

Areas of work:

1. Communications workshop	(1 group)
2. Reading Improvement	(8 groups)
3. Social Science	(7 groups)
4. Speech Improvement	(12 groups)
5. Development of Future Leaders	(1 group)
6. Leadership Development Seminar	

Organization:

Participants in each group will be limited to 25 (15 in Speech).

Groups will operate as active learning laboratories. There will be time for the learning new material and time for applying this newly acquired knowledge to real situations.

One qualified person will be designated as Instructor for each group and will work with the participants throughout the program. Other outstanding consultants will be available to each group as they are needed.

Organization - continued

Each group will meet for two hours forty minutes once each week for 16 weeks. Study groups will meet at John Marshall High School, Maggie Walker High School, and George Wythe High School.

The possibility of granting college credit is being explored. The major emphasis, however, is to assist professional educators to grow in effectiveness and knowledge.

Participants:

Professional staff members will be asked to indicate if they desire to participate in the program during the 1965-66 school year. Those who want to be included this year will respond to some additional choices to indicate such things as the area of work in which they are interested and the time of group meetings most favorable.

Cost:

Participants will receive a stipend of $2.50 per hour for each hour in class.

There will be no cost to participants for materials required for use in connection with the program.

If college credit is involved, some financial arrangement will be necessary between the individual and the institution granting the credit.

Description of Courses:

1. Communications Workshop - The objective is to provide a production workshop to give real experience in communication with the public about the public school system activities, plans, accomplishments, and needs.

   Members of the group will actively participate in communicating with the public about the schools through newspapers, television, radio, personal appearances before such groups as civic clubs and Parent-Teacher Associations, and the publication of a local paper dealing with the school story.

   It is possible that the twenty-five (25) participants may work in this workshop for the entire school year rather than for 16 weeks as the other courses.

2. Reading Improvement - Groups in reading improvement may be organized by interests, grade level, or kinds of problems with which teachers are working.

   The objectives are to help educators at all levels to better understand the process of teaching reading; how individuals learn to read, how to detect pupils with reading problems, how to challenge gifted pupils, how to plan programs of improvement for slow pupils, how to select and use suitable materials, and how to keep up with professional advancements being made in the field of reading.

Description of Courses - continued

Particular emphasis will be given such problems as the effect of environmental background on beginning reading; the materials and methods suitable for working with pupils having an impoverished background of experiences; the procedures for challenging pupils of various abilities, interests, and reading levels within a classroom; the special needs of older pupils who cannot read or read poorly; and the effective practices for helping boys and girls of all abilities and backgrounds to experience real joy from independent reading.

3. Social Science - The social science groups may vary considerably from group to group. The objective is to assist educators gain more knowledge and understanding about the world in which we live and the individuals in that world who are different from themselves.

   A social science group may center its work around one of the social sciences such as anthropology, economics, history, psychology, or sociology. The study of the group may also be drawn from several of the social sciences. Persons desiring to participate in this portion of the program will be asked to indicate areas of specific interest to them.

4. Speech Improvement - Speech groups will be limited to fifteen in an effort to provide more opportunity for each person to become more actively involved in the work.

   The prime objectives are to study the speech patterns of children in the Richmond area and to develop methods and materials for assisting children and youth in a sound program of speech improvement.

   Procedures that are developed will be used in working with pupils during the program. They will be revised in light of this experience and made available to other teachers having need of them.

   Opportunities will be provided for participants to work directly with children, to become proficient in the use of suitable materials and machines, and to work on the improvement of personal speech habits when desired.

5. Development of Future Leaders - The objectives are to help identify potential educational leaders and to assist them in the development of leadership qualities.

   Persons interested in this phase of the program will be provided an application. Twenty-five (25) will be selected to participate during the spring semester.

   Emphasis will be given to developing an understanding of the total program of the Richmond Public Schools. Members will study leadership characteristics desirable in all phases of the school program. They will observe effective leaders at work in many situations and analyze these to determine why they were effective. Each participant will be assigned some specific responsibility which will require personal performance as an educational leader.

6. Leadership Development Seminar - The Leadership Development Seminar was

Description of Courses - continued

conducted during the week of August 23-27, 1965. Persons usually involved in the Pre-School Conference and a limited number of others attended.

RICHMOND PUBLIC SCHOOLS

809 East Marshall Street

Richmond, Virginia

IN-SERVICE

Name______________________________ Date______________

Position ______________ School or Department______________

I. Check one:

A. ______ I am interested in participating in the in-service program during the 1965-66 school year.

B. ______ I will not be able to participate in the in-service program this year.

II. If you checked "A" above, please fill out the remainder of this questionnaire.

A. Area of Interest: (Please put a "1" before your first choice and a "2" before your second choice.)

______ Communications Workshop
______ Social Science Problems
______ Development of Future Leaders
______ Reading Improvement
______ Speech Improvement

B. Time of year: (check one)

______ Fall Semester ______ Spring Semester

C. Date of Meeting: (check one)

______ Monday ______ Tuesday ______ Wednesday

D. Meeting Time: (Please put "1" by first choice and "2" by second choice.)

______ Afternoon hours (after school)
______ Evening hours
______ Saturday morning

E. College credit: (check one)

______ I am not interested in college credit for participating in this program.

______ It would be nice if college credit could be arranged.

______ I will only be interested in participating in this program if college credit can be arranged.

APPENDIX D

APPLICATION FOR ADMISSION TO LEADERSHIP DEVELOPMENT PROGRAM

RICHMOND PUBLIC SCHOOLS
809 East Marshall Street
Richmond, Virginia

To: Applicants for Development of Future Leaders Program

From: Dr. Robert T. Anderson

Date: November 4, 1965

Subject: In-Service Training

Please complete and return the enclosed questionnaire by December 1 to room 206 of the Administration Building.

Your application for the Future Leaders Program will be screened by a committee appointed by Mr. Willett. Only 25 participants can be included in the program at this time. You will be notified when the committee has made its selection.

The In-Service classes will begin late in January and continue for 16 weeks.

RICHMOND PUBLIC SCHOOLS
809 East Marshall Street
Richmond, Virginia

APPLICATION FOR ADMISSION TO LEADERSHIP DEVELOPMENT PROGRAM

Name ________________________________ Date ____________

School ______________________________ Position _________

Length of time in present position ________________________

Previous employment experiences: (education and other)

Years	Position	Location
From 19___To 19___	____________________	____________
From 19___To 19___	____________________	____________
From 19___To 19___	____________________	____________
From 19___To 19___	____________________	____________
From 19___To 19___	____________________	____________

Education:

Institution and Location	Years	Degree Earned
______________________________	From 19 ___To19___	____________
______________________________	From 19 ___To19___	____________
______________________________	From 19 ___To19___	____________
______________________________	From 19 ___To19___	____________

I. Please make brief but complete responses to the incomplete statements below:

1. I would like to be included in the Leadership Development Program because

Application For Admission To Leadership Development Program - continued

2. My most satisfying educational experience was

3. I think school administrators

Application For Admission To Leadership Development Program - continued

4. People in supervisory positions should

5. My life has been

99

Application For Admission To Leadership Development Program - continued

6. Teachers are

7. Children in school today

II. Please write a brief autobiography.

100

APPENDIX E

PARTICIPANTS' EVALUATION FORM

RICHMOND PUBLIC SCHOOLS
809 East Marshall Street
Richmond, Virginia

Opinionnaire

Participants in H.E.W. In-Service Project

Information about participant:

1. Teaching assignment or grade level ______________________________.

2. In-Service course in which enrolled (circle one).

Communications Reading Speech Social Science

Information on program:

3. What in this course was most beneficial to your personal growth and development?

____

____

____

____

4. What in this course was least beneficial to your personal growth and development?

____

____

____

____

5. What in this course was most beneficial to your students?

____

____

____

____

6. What in this course was least beneficial to your students?

7. What should be added to this course?

8. What should be eliminated from this course?

9. Should the In-Service Project be continued? ____________________

10.. Why? ____________________

11. Would you enroll in this or similar courses if no stipend were offered?

____________________.

12. Why? ____________________

APPENDIX F

PRINCIPALS' EVALUATION FORM

RICHMOND PUBLIC SCHOOLS
809 East Marshall Street
Richmond, Virginia

Opinionnaire for Principals of Schools with Teacher Participants In H.E.W. In-Service Project

1. Type of school: Elementary ____ Jr. High ____ Sr. High ____ Combination___

2. Number of teachers in your school participating in HEW In-Service Project:
____

3. What are the three most noticeable results of the in-service project on the instructional program? (list in rank order)

4. Has teacher attitude changed as a result of the project? ______________

5. How ? ______________

6. Should the project be continued? ______________

7. Why? ______________

APPENDIX G

INSTRUCTORS' EVALUATION

RICHMOND PUBLIC SCHOOLS
809 East Marshall Street
Richmond, Virginia

Research and Development Center

To: Instructors in In-Service Program

From: Dr. Robert T. Anderson

Date:

I. As a terminal activity for the instructors in the In-Service program, would you write a brief narrative evaluation of your class. Please let this reflect your personal feelings about the following:

1. Accomplishments as related to stated objectives.
2. The value to the teachers.
3. Suggestions for future In-Service Programs.

II. You are also being asked to evaluate the participants in your class in the following ways:

1. Assuming that this course were a graduate level college course, on a class roll indicate one of two grades: P for a passing grade and F for a failing grade.
2. There is little doubt that participation in each group ranged from low to high. We wish to recognize those participants who were outstanding. What is wanted here is the name of those who seemed to achieve the greatest professional growth and the reason for naming the outstanding participant (s) in your group.
3. Do the same thing for the low end of the scale.

NOTE: It may be that you have no one in your group who is at either extreme. If so, please so indicate so that we will know that your recommendations have not been lost in the mail.

APPENDIX H

DISTRIBUTION OF PARTICIPANTS

DISTRIBUTION OF PARTICIPANTS

In-Service Training
1965-66

SCHOOL OR DEPARTMENT	PRE SCHOOL	FALL	SPRING	TOTAL
AMELIA	2	6	7	15
ARENTS	1	1	1	3
ARMSTRONG	8	5	2	15
BACON	1	6	11	18
BAINBRIDGE	2	1	13	16
BAKER	2	5	10	17
BELLEMEADE	1	4	1	6
BELLEVUE	0	6	13	19
BINFORD	2	1	6	9
BLACKWELL	2	5	5	12
BOWLER	1	7	6	14
BOWSER	2	1	1	4
CARVER	2	10	4	16
CARY, JOHN B.	1	0	3	4
CHANDLER	2	2	8	12
CHIMBORAZO	1	5	3	9
COMMUNITY TRAINING	1	4	0	5
COOPERATIVE TRAINING	1	0	0	1
DAVIS, WEBSTER	1	5	5	11
EAST END	2	4	10	16

DISTRIBUTION OF PARTICIPANTS

SCHOOL OR DEPARTMENT	PRE SCHOOL	FALL	SPRING	TOTAL
RICHMOND CEREBRAL PALSY CENTER	1	0	2	3
RUFFIN ROAD	0	0	1	1
SCOTT, MARY	1	1	1	3
STUART	1	1	8	10
SUMMER HILL	1	2	5	8
V. M. I.	3	0	1	4
WALKER, MAGGIE	6	2	12	20
WASHINGTON	1	1	4	6
WEST END	1	5	7	13
WESTHAMPTON	2	6	5	13
WESTOVER HILLS	1	5	4	10
WHITCOMB COURT	1	3	7	11
WOODVILLE	1	5	8	14
WYTHE, GEORGE	5	6	8	19
ADMINISTRATION	4	0	2	6
BUILDINGS AND GROUNDS	2	0	0	2
CAFETERIA	3	0	0	3
FINANCE DEPT.	2	0	1	3
HUMAN DEVELOPMENT	2	4	6	12
INSTRUCTION	26	15	12	53
PERSONNEL	5	0	0	5
PUPIL PERSONNEL	7	2	5	14
RESEARCH	2	0	0	2
SCHOOL DATA SERVICES	1	0	0	1

DISTRIBUTION OF PARTICIPANTS

SCHOOL OR DEPARTMENT	PRE SCHOOL	FALL	SPRING	TOTAL
SPECIAL EDUCATION	2	1	2	5
FAIRFIELD COURT	1	7	3	11
FAIRMOUNT	2	9	12	23
FOX	1	6	5	12
FRANKLIN	1	6	6	13
FULTON, ROBERT	1	5	2	8
GARY-JACKSON	1	1	0	2
GINTER PARK	1	5	4	10
GRAVES, B. A.	2	11	13	26
HENRY, PATRICK	1	4	1	6
HIGHLAND PARK	1	2	5	8
HILL, A. H.	2	2	7	11
JEFFERSON, T.	8	1	3	12
LEE, R. E.	1	3	2	6
MADISON	1	5	3	9
MARSHALL, J.	6	3	6	15
MASON	1	7	7	15
MAURY	1	5	2	8
MAYMONT	1	5	8	14
MOSBY	4	16	35	55
MUNFORD	1	7	5	13
NORRELL	1	6	0	7
OAK GROVE	2	9	4	15
PARK	0	0	1	1
RANDOLPH	2	4	9	15

DISTRIBUTION OF PARTICIPANTS

SCHOOL OR DEPARTMENT	PRE SCHOOL	FALL	SPRING	TOTAL
SPECIAL SERVICES	3	0	0	3
TOTALS	162	266	353	781

APPENDIX I

DISTRIBUTION OF PARTICIPANTS BY CLASS

DISTRIBUTION OF PARTICIPANTS BY CLASS

In-Service Training
1965-66

CLASS	PARTICIPANTS
PRESCHOOL CONFERENCE	162
COMMUNICATIONS	74
LEADERSHIP DEVELOPMENT	25
READING	205
SOCIAL SCIENCE	157
SPEECH	158
TOTAL	781

ED056111

INTER-RACIAL IN-SERVICE PROGRAM DESIGNED TO INCREASE THE EDUCATIONAL OPPORTUNTITIES OF THE CHILDREN IN THE RICHMOND PUBLIC SCHOOLS

Mr. Nathaniel Lee, Director

Grant-to-School-Board Number OEG-0-8-000230-2998 (036)
P.L. 88-352, Title IV, Section 405
The Civil Rights Act of 1964

Richmond Public Schools
809 East Marshall Street
Richmond, Virginia

February 1, 1968 - December 31, 1968

The Project Reported Herein Was Supported By a Grant
From The
U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
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Inter-Racial In-Service Training Program and Advisory Specialists Program Designed to Solve Problems Incident to Desegregation in Some Schools and Produce Substantial Faculty Desegregation In Others.

Part A - In-Service Training Program

Problems: A large percentage of Negro students is now attending formerly all white secondary and elementary schools. This change in composition of the student population presents challenges to all professional personnel in the schools. However, this change presents a particular problem for guidance counselors on the secondary level who, in general, do not have sufficient knowledge of the various occupational and educational opportunities for Negroes, or the basic characteristics of their culture which are necessary to effectively guide and counsel these students. Consequently, many of the Negro students will graduate from these secondary schools without the benefits of needed guidance for their immediate future and counseling for their present problems. The proposed program for Guidance personnel is needed to insure that all students receive effective guidance and counseling, particularly in our desegregated secondary schools.

Many white teachers have expressed reluctance to accept assignments in Negro schools because of their fears of not being accepted and fear of the total unknown experience. Fourteen Negro schools are located in the East End of our city which has a population of approximately 50,000 Negroes.

This geographical section is isolated from the rest of the city by Shockoe Valley, a large area housing an expressway, train station and many industrial developments. The proposed two-week program to provide training for fifty teachers who will be employed in schools where they will be of the minority race is the most effective way to obtain substantial faculty integration in some of our schools.

Part B - Employment of Advisory Specialists

Problem A: To provide expert assistance through a team of Urban Specialists to two secondary schools and their communities located on the Northside of Richmond that will help prevent resegregation of these schools.

The city of Richmond, like many Urban areas, is experiencing an exodus of many affluent white families and some affluent Negro families to the suburbs. This condition, while it produced student integration in these neighborhood schools, is now leading toward resegregation of these schools as this "flight to the suburbs" continues.

Two of our formerly white secondary schools, John Marshall High and Chandler Junior High, are located in the Northside of our city where the housing pattern is rapidly changing. Negro students at John Marshall now comprise forty-two percent of the student population; at Chandler, they comprise sixty-six percent of the population.

In order to curtail the trend toward resegregation in these two schools, efforts will be made through a team of Urban Specialists to identify problems incident to desegregation in the schools and communities, and to provide expert guidance in the solution of these problems. The Urban Specialists team will include a Sociologist, Psychologist, Secondary Curriculum Coordinator, Educational Administrator, and School-Community Relations Coordinator.

Problem B: To structure a dynamic educational program for two new schools in the East End of Richmond, and to secure competent, interracial personnel to develop these schools into "Magnet Schools."

Most white teachers in our system, and prospective white teachers contacted, are reluctant to accept assignments in Negro schools. Our city salary schedule is lower than one of our surrounding counties and equal to another for beginning teachers. Insistance on assignment to a particular school usually results in non-acceptance of the position here and acceptance of a position in one of the surrounding counties.

Two new schools are now under construction in the East End section of our city. The population of this community is approximately ninety-eight percent Negro. John F. Kennedy High School and Chimborazo Elementary School are the new schools under construction that will have attractive and useful facilities for a dynamic school program.

In order to affect substantial desegregation of the faculties in these two schools, and to provide quality educational programs for the students, efforts will be made to develop through the personnel and the programs "Magnet Schools" that will attract teachers from throughout our city and elsewhere. The use of Advisory Specialists to recruit competent personnel from both races and to plan a dynamic curriculum for these new schools will provide substantial desegregation of faculties in a community that is difficult to desegregate, and provide quality education for the students that will attend.

General Statistical Information.

PUPILS	September 1967	September 1968
Number of Segregated Schools (Negro)	28	27
Number of Segregated Schools (White)	3	0
Number of Integrated Schools	28	32
Total Number of Schools	59	59

PUPILS	September 1967	September 1968
Membership of Integrated Schools (Negro)	5,656	6,470
Membership of Integrated Schools (White)	13,818	13,542
Total Membership of Integrated Schools	19,474	20,012

FACULTIES	September 1967	September 1968
Number of Segregated Faculties (Negro)	8	2
Number of Segregated Faculties (White)	3	0
Number of Integrated Faculties	48	57
Total Number of Faculties	59	59

Objectives

The general objectives of the programs are:

A. In-service Training Program

(1) To prepare counseling personnel to adequately meet the needs of non-white students in formerly all white schools.

(2) To prepare fifty teachers, who will be assigned to desegregated faculties where they will be of the minority race, to successfully solve problems incident to desegregation in the schools.

B. Advisory Specialists Program

(1) To develop a "Magnet Curriculum" for these two new schools.

(2) To assist staff members in two secondary schools develop programs that will help prevent resegregation of these schools.

Procedures

In-Service Training

A. Counseling Personnel

All guidance and counseling personnel were invited to participate in this program by the project director. A copy of the memorandum is included in Appendix A, of this report.

Fifty-four persons enrolled in the class, and are listed in Appendix B. Dr. Austin Grigg, Dean of the University of Richmond and Mrs. Elaine Rothenberg, Associate Dean of the Virginia Commonwealth University School of Social Work, were the instructors for this program. Miss Harriett Richardson, Director of the College Assistance Fund National Scholarship Service for Negro Students, and Mr. Alphonso McCain, Director of the Cooperative Training Program and Placement at Virginia State College were valuable consultants to the program. Mrs. Grace Pleasants, Supervisor of Guidance and Counseling Services for the Richmond Public Schools served as a consultant and coordinator.

Fourteen two-hour sessions, from 4 p.m. to 6 p.m. on Mondays, and one four-hour session, from 2 p.m. to 6 p.m. were conducted at George Wythe High School.

B. Pre-School Workshop

The Assistant Superintendent in Charge of Personnel, extended an invitation to teachers who would be assigned to faculties where they would be in the minority race (see Appendix C). Seventy teachers accepted the invitation and participated in the workshop which was held from 9 a.m. to 3:30 p.m. the week of August 19-23, 1968.

The Urban Team, which coordinated this workshop, held a planning meeting on May 17, with same teachers who were teaching in situations where they were in the minority race. Suggestions from this meeting were incorporated in the pre-school workshop. Six of these teachers served as teacher consultants and presented a panel discussion concerned with actual experiences they felt relevant to the workshop.

In addition to the Urban Team and the teacher consultants, Dr. Fred Venditti, Department of Educational Research, Unversity of Tennessee, conducted the participants through a series of simulation problems.

Advisory Specialists

A. Urban Team

An interdisciplinary team of urban specialists was gathered from three institutions of higher education to make a study of the resegregation process taking place in the northside schools.

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Members of the team were:

Dr. James A. Sartain, Sociologist, University of Richmond

Mr. Robert R. Roney, Educational Administrator, University of Tennessee

Dr. Charles M. Achilles, Educational Administrator, University of Tennessee

Mr. Roscoe Reeve, Educational Administrator, University of North Carolina

Dr. William Leftwich, Psychologist, University of Richmond

The team first met on February 26, 1968. At this meeting, the Superintendent, the Director of Research, secondary principals of the northside schools, and the project director, discussed what seemed to be the problem for investigation and some approaches to solutions. Dr. James Sartain agreed to serve as chairman of the team.

The team held a number of meetings with personnel of the school system, as well as, with parents and other representatives from the Northside. Observations were made in the schools and in some classrooms. A series of group and individual interviews with teachers, parents, and members of civic groups and clubs were held by the urban team.

The results of the intensive investigation were reported to the Richmond School Board by the chairman, Dr. Sartain. A copy of this report is included in Appendix D.

B. Curriculum Specialists Team

Two curriculum specialists from the University of Virginia were secured through Dr. James H. Bash to structure a dynamic educational program for two new schools that will develop into "magnet schools" for the city of Richmond. The high school, John F. Kennedy, is a modern, air-conditioned structure that includes physical features not present in other high school in the city. The elementary school, Chimborazo, is also air-conditioned and includes flexible physical features conducive to current innovations in organization and instruction--team teaching, non-graded organization, large and small group instruction.

Mr. Ernest Mueller and Mr. William Volk, who were both doctorial candidates at the University of Virginia (Mr. Volk has since been awarded the doctorate degree), served as our curriculum specialists team. Interviews were conducted with all instructional supervisors, the director of instruction, assistant superintendent in charge of instruction, and the Superintendent. The community was surveyed through interviews with parents in existing schools and local businessmen in the area.

The present curriculum of the school system was studied along with state department regulations.

A curriculum design for each school was developed and presented to the Superintendent, department of instruction, principals, and guidance personnel of both schools at a meeting called for that purpose. These curriculum designs are included in Appendix E.

Guidance for the program came from two committees. One committee was composed of experts in the fields of social science, race relations and educational leadership. They studied the present needs and recommend curriculum, materials, activities, and consultants. Members of this committee included:

Dr. James H. Bash, Director of Title IV Center
University of Virginia

Dr. Harry Roberts, Professor of Sociology
Virginia State College

Dr. Arnold Fleshood, Dean, School of Education
Virginia Commonwealth University

The "Committee of Experts" met periodically during the project period. Evaluation procedures were suggested by this committee and guidance was given on project problems.

The second committee was composed of teachers, principals, and counselors directly involved in the project. This committee assisted the "Committee of Experts" in developing evaluation procedures and presenting their opinions concerning the operational phase of the project.

The Programs

In-Service Training

A. Counseling Personnel

Dr. Austin Grigg, Dean of the University of Richmond and Mrs. Elaine Rothenberg, Associate Dean of the School of Social Work, Virginia Commonwealth University were the instructors for this program. The sessions were held at George Wythe High School on Mondays from 4 p.m. to 6 p.m., beginning on March 4, 1968 and ending June 3, 1968.

March 4

Devoted to getting acquainted with each other and discussing the purposes and objectives of the training program.

The first hour was devoted to Dr. Grigg's introduction to counseling. He lead the group to an understanding of the special role of counselors and personnel counselors who work with distributed children.

March 11

The entire session Monday, March 11, was devoted to listening to a tape of a speech by Dr. Carl Rogers and discussion of the speech.

Dr. Rogers delivered the speech at APGA Convention in Dallas, Texas. In this speech which is considered a classic, Dr. Rogers talked about the importance and the meaningfulness of listening carefully to what another person, and especially in distress, has to say. After hearing the tape we divided off into 4 groups and discussed the significance of the tape

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March 11 (Continued)

for each one present in regards to the children with whom they work.

March 18

Dr. Grigg continued to demonstrate the accepting role of the guidance counselor necessary for effectively communicating with all students. Role playing by participants of positive and negative procedures was used.

April 1

Played tapes illustrative of different approaches to counseling. Strategies for gaining acceptance of the staff and students were discussed.

April 4

Special program which provided information about financial aid for college training to Negro students. Miss Harriett Richardson, Director of College Assistance Fund, National Scholarship Service and Fund for Negro Students, New York, New York, provided valuable information and materials that were not known to most of the class.

April 22 and 29

The group decided that instead of breaking into two one-hour sessions and moving from Dr. Grigg to Mrs. Rothenber, that one-half of the class would remain with each of the instructors for the full two-hour period, permitting more discussion. At the following meeting, Mrs. Rothenberg's

April 22 and 29 (Continued)

group would meet with Dr. Grigg for two hours, and vice versa.

Dr. Grigg played tapes illustrative of two approaches to counseling. He described what the client (in each instance students at the university) was saying and how with the help of the counselor he was able to come to a better understanding of himself.

Mrs. Rothenberg discussed the problems which young people, and especially disadvantaged youngsters, face. She attempted to help counselors think through their views of disadvantaged youngsters and their role in relation to them. At the second of the two meetings (which, incidently, was moved to the faculty lounge because of the cozier atmosphere) the discussion turned to the unwed pregnant girl who is forced to drop out of school when her pregnancy is discovered. The boy who steals a car isn't forced to drop out, nor is the father. The discussion led to a recommendation that schooling should be provided for girls who become pregnant.

May 6

The in-service training class met on this date from 2 p.m. to 6 p.m. at the Blackwell Primary School.

Three films--"Three Approaches to Psychotherapy" were shown. These films demonstrated the counseling techniques of three outstanding men in the field--Rogers, Perls, and Ellis. Although, it was pointed out that school counselors do not necessarily follow any technique or have the time to do intensive counseling, May 6 (Continued)

the approach they use, especially with disadvantaged students, if of utmost importance. The counselors present seemed most responsive to the accepting approach of Carl Rogers.

May 13

Educational opportunities for disadvantaged youngsters in several national programs were discussed by Grace Pleasants. These programs included the A Better Chance Program (Independent Schools Talent Search Program), the National Achievement Scholarship Program, the special recruitment programs of selected colleges, the fifth year program at schools like Shaw, the special opportunities provided by schools like Kittrell in North Carolina, and the Yale Summer High School.

In discussing college opportunities for the disadvantaged, it was pointed out that less attention should be paid to test scores than to other factors. Illustrations were given of pupils who have scored below the mean for the most prestigious colleges and yet were admitted and succeeded.

The summer school program of the Richmond Public Schools with its many opportunities for extended learning for all children and especially the disadvantaged, was discussed during the second hour. Projects BUILD, the Summer Youth Program, and TRANSITION were explained, as well as, the program for aides.

May 20

Mr. Alphonso McCain, Director on Cooperative Training Program and Placement, Virginia State College, presented a film "Do They

May 20 (Continued)

Really Want Us" which depicts Negro students exploring opportunities in major American industries. The film was honest and forthright, and helped the members of the in-service training group become more aware of the feelings of black students as they survey the world of work ahead of them. Expanding opportunities in industry were also presented.

May 24

A tour of the new Technical Center was conducted. Officials of the school, who are also officials of the Department of Vocational and Adult Education, explained the 21 different career opportunities which will be offered in the new technical school and then conducted a tour of the facility. The school is job-oriented and students who complete the courses of study will be eligible for employment in many skilled and semi-skilled jobs.

May 27 and 29

Dr. Austin Grigg conducted the classes on these two dates. He played tapes which demonstrated the importance of listening to what the counselee says. On the second date, he summarized the approaches to counseling and the importance of accepting all students as having potential.

June 3

An evaluation of the in-service training program was made by each member of the group. Comments ranged from "It was very worthwhile" to "Gee, I have a lot to learn about counseling."

June 3 (Continued)

It was also suggested that a kit of information about opportunities for disadvantaged students be made available to them in the fall. A "College Discovery Program" in which disadvantaged ninth graders who have potential but whose financial circumstances may lead them to give up on college will be identified and efforts made to motivate them to enter college or some other form of higher education.

B. Pre-School Workshop

Original Proposal for Workshop

A two-week workshop for fifty teachers in the Richmond Public Schools will be held from August 19, through August 30, 1968. These teachers will be members of desegregated faculties where they will be of the minority race.

1. Objectives:
    a. To develop knowledge and skill in identifying and solving behavioral problems resulting from desegregation of faculty and students.
    b. To broaden understandings of human growth and development characteristics with emphasis on differences in cultures.
    c. To provide experience that will establish self-confidence within the participants as they prepare for teaching in a desegregated school.
    d. To acquaint participants with supportive resources in the school and community that render service to the solution of problems incident to desegregation.

2. Procedures:

a. The team of Urban Specialists that worked with our Northside schools as Advisory Specialists, will serve as consultants for this program.

b. Each of the five specialists will make presentations to the group during the morning sessions on two consecutive days for a total of ten days. The afternoons will be devoted to five small groups for discussions and role playing on topics presented with each of the five specialists serving as group leaders.

c. Five classroom teachers now employed on faculties in which they are in the minority race and who have had successful experiences, will participate in the program to present actual experiences that relate to the topics being discussed, and to respond to questions of concern to the participants.

Urban Team Modifications

In formulating the two-week workshop in August, the Urban Team made several modifications of the procedure and program which have a slight effect on the purposes originally in the proposal. The heart of the proposal, as stated, was followed. The team thought, first of all, that more could be accomplished, and more interest kept on the part of the participants, if they were given a one-week workshop instead of two. Secondly, it was felt that all new teachers at John Marshall High School and Chandler Junior High School should be invited, representing the two Northside schools which we had studied. Thirdly, it was our purpose to provide vital dialog and relationships between the participants so that discussion and problem solving would be that much more meaningful. Finally, we decided to base much of our dialog and problems solving upon actual instances or incidents which we had observed in the Northside schools.

Workshop Staff

URBAN TEAM

Dr. James A. Sartain, Sociologist
University of Richmond

Mr. Robert R. Roney, Education Administrator
University of Tennessee

Dr. Charles M. Achilles, Educational Research and Administration
University of Tennessee

Mr. Roscoe E. Reeve, Sociology of Education
University of North Carolina

Dr. William Leftwich, Psychologist
University of Richmond

SPECIAL CONSULTANT

Dr. Fred Venditti, Educational Research
University of Tennessee

TEACHER CONSULTANTS

Mrs. Leah P. Strulson
Junior Primary - Fairmount Elementary

Mrs. Dorothy Wright
Junior Primary - William Fox Elementary

Miss Trudy Hawkins
English - Graves Junior High School

Miss Effie Eure
Grade 5 - Ginter Park Elementary

Miss Janet Oxendine
Grade 4 - Stuart Elementary

Mrs. Dorothy Randolph
Grade 5 - Highland Park Elementary

RICHMOND PUBLIC SCHOOLS ADMINISTRATION

Dr. H. I. Willett, Superintendent
Richmond Public Schools

Mrs. W. H. Crockford, III, Vice Chairman
Richmond School Board

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Mr. Nathaniel Lee, Assistant Director of Instruction
  Richmond Public Schools

Assistant Superintendents, Supervisors, and Coordinators
  Richmond Public Schools

Workshop Program

The one-week workshop began on Monday, August 19, with a general orientation to the Richmond Public Schools by various administration personnel. After a greeting by Mr. William H. Tyler, Assistant Principal of Blackwell Elementary School, the participants were welcomed to the City of Richmond by Mr. Alan Kiepper, City Manager.

Three Assistant Superintendents talked briefly on the functions of their offices and the Urban Team was introduced by Mr. Nathaniel Lee, Assistant Director of Instruction.

Dr. James Sartain, Coordinator of the Urban Team, began the afternoon session of the workshop by relating to the participants the nature of the Urban Team study and what was hoped to be accomplished in the following sessions.

The rest of Monday afternoon was devoted to the team of Teacher Consultants who related their experiences in teaching in a minority situations for the past year in the Richmond Public Schools.

Tuesday morning's session began with a greeting by Dr. H. I. Willett, Superintendent of the Richmond Public Schools. He was followed by Dr. Sartain who talked about the sociological factors of race in Richmond, Virginia. Through maps and census data he related the changing neighborhood pattern on the Northside of Richmond.

Dr. William Leftwich next talked to the participants about the psychological and attitudinal factors of race. Definitions of attitude and racial prejudice were offered and techniques for accomplishing attitudinal changes

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were discussed.

He was followed by Dr. Charles Achilles, Mr. Roscoe Reeve, and Mr. Robert Roney, members of the Urban Team, who conducted a panel discussion on observations made in the Richmond Schools and some of the factors of race which arise in the school setting. Using anecdotal records and interview responses they related to the participants incidents of good and bad methods of handling racial situations and relationships.

On Tuesday afternoon the participants watched a film, "The Eye of The Beholder," in which they were asked to make judgements on the actor's behavior based on information they were given about him previous to watching the film. One part of the group was told that the actor portraying an artist, was just released from a mental institution while another group was told he was a famous artist with intense devotion to his work. This was used to show the formation of prejudice in advance of solid information, based on brief observation of behavior. The two groups evaluated the behavior of the artist quite differently based upon the small information they had been given before hand. The movie went on to show how the actor's behavior was quite logical and normal, but how others had misjudged him who did not understand his motives.

Wednesday morning began with a greeting by Mrs. W. H. Crockford, III, Vice Chairman of the School Board, and the introduction of the Simulation Activities by Dr. Fred Venditti, Special Consultant to the workshop. The participants were to be involved in simulation exercises where they experience "incidents" in a hypothetical school (ValleyBrook Elementary School) located in a Southern State. They were asked to evaluate, individually, their reactions and perceptions of the incidents, and then discuss them in large or small group meetings. Each Urban Team member and Teacher Consultant aided

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in group supervision and discussion. Each participant was asked to imagine that in each Simulation Exercise he was the fifth grade teacher, Terry Patterson, envolved in the incident. After viewing the incident the participants were asked questions such as: (1) Define the problem? (2) What factors contributed to this problem? (3) How would you answer the question asked in each incident? (4) What personal values led you to make a decision on what to do?

In the first simulation exercise the participants were shown a brief movie which illustrated a small Negro boy asleep in the classroom. The children thought it was funny, and one said he was sleeping because his parents were not at home at night and he watched TV until midnight. The children asked the teacher: "Are you going to wake him up?"

The second incident involved the study of the Civil War. The Negro children did not want to study it, feeling that they did not want to be reminded of the time when they were slaves. A white child said that he saw no reason why they couldn't study it, but the Negro children asked Terry: "Why do we have to study this old stuff anyways?"

The third exercise involved an incident in the teacher's lounge. A Negro teacher was complaining that a white teacher kept using the word "Nigra" and had a Confederate license plate on her car. She was afraid to say anything to the white teacher and asked: "Terry what should I do?"

The next exercise portrayed a irate white father who's daughter had been kissed by a Negro boy on the playground. He was very prejudiced and asked: "What are you going to do to make sure this never happens again?"

The fifth exercise was on paper rather than film. Terry Patterson received a note from a white parent asking if she could send birthday party invitations to be distributed to all of the white children in Terry's class. She asked for a reply to her note.

In the sixth exercise a Negro teacher came into his class after school with a problem. She had been having trouble with a white girl. She was insolent, disobedient, and was doing poor work in her class. She asked Terry: "What should I do with this child?"

The final exercise was another writing exercise, but in this one there was role playing on the part of the participants. A Negro and a white boy had a fight on the playground. Terry received a note from the white boy's father objecting to his son being punished. When Terry wrote back that it would be unfair to only punish one child, the father came to the school, very angry, to confront Terry.

The participants in the workshop were given information on the Valley Brook Community and for some of the exercises they were given the school records of the children concerned. They were provided bibliographies of books relating to the racial issue, and evaluation sheets of each exercise.

Simulation exercises were carried on all day Thursday and Friday morning. On Friday afternoon the participants evaluated the workshop and were dismissed from Blackwell. A copy of the Pre-School Workshop is included in Appendix F.

Evaluation

Evaluation procedures were structured under the guidance of the Committee of Experts, Dr. James H. Bash, Dr. Harry Roberts, and Dr. Arnold Fleshood. Instruments were designed in the form of opinionnaires for the in-service training activities. It was the feeling of the committee and the Advisory Specialists that a period of time must pass before the outcome of the Advisory Specialists programs be adequately evaluated, i.e. the reduction of the pace of resegregation in the northside schools and the existance of "magnet curriculums" in two new schools.

A. Counseling Personnel

An opinionnaire was designed to ascertain the effectivenss of the program in five specific areas and to seek suggestions for improving possible future programs in three stated areas. A copy of the opinionnaire and a tabulation of the responses are included in Appendix G.

All aspects of the program received favorable ratings. Knowledge and understanding of disadvantaged students together with avenues to increased opportunity for these students were noted as areas greatest value. The majority of participants suggested that this type of in-service program be continued in future years.

B. Pre-School Workshop

A portion of the Friday afternoon session of the Pre-School Orientation Workshop was devoted to a formal evaluation and discussion of the workshop. A copy of this opinionnaire is attached to this report as Appendix H. A tabulation by race, of the responses

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of the participants is also attached.

The first section of the opinionnaire asked the participants to rate the various activities of the workshop as to their relevance, their value, and their method of presentation. A tabulation of these responses is contained in Appendix I. A few general comments, however, may be made about the responses.

All aspects of the program received favorable ratings, with the Negro teachers being slightly more favorable than were the white teachers. The best ratings by the Negro teachers were received by the simulation and problem solving experiences, while the white teachers rated the film, "Eye of the Beholder" most favorably. The second most favorable rating by the Negro teachers was given to Dr. Leftwich's presentation of "Psychological and Attitudinal Factors of Race," while white teachers rated Dr. Sartain's talk on "Sociology of Race" in second place in their ratings.

The least favorable rating was given by the Negro teachers to the teacher panel on "My First-Year Experience" and by the white teachers to "Greetings and Orientation" by the School Administrators. The Negro teachers were only slightly more favorable to Dr. Sartain's talk, while the white teachers assigned a similar rating to the teacher panel.

There was almost complete agreement by both races that the problem solving activity connected with the simulation experience had been of great value to them.

The participants were then asked which activity would you not continue if limited funds required a curtailment of one of the activities of the week. Almost one-half of the white participants agreed that they would cut the "Greetings and Orientation" by the School

Administrators. Comments by the participants indicated that they felt that this type of activity would be repeated during their first few days of school. The Negro teachers' responses were spread over a number of activities and did not present any specific pattern.

They were also asked which activity they would keep in the workshop if only one could be repeated in another year. Both Negroes and whites overwhelmingly agreed to keep the simulation experiences and discussion. They also agreed that this activity had been the one most helpful in providing them with material that would be useful in their new role. Only one of the participants felt that the pre-school workshop had been of little benefit to them and all agreed that it had been worth the time and effort expended. All but two of the participants felt that their attitudes toward the other race were more positive as a result of the workshop and one of these felt that his attitude had remained the same.

There was general agreement that the length of the workshop and the length of the daily sessions were about right. There was almost complete agreement by the participants that the informality of the workshop and the opportunity to interact with members of the other race were highly beneficial. All of the participants felt that holding the workshop next year for new teachers would be desirable.

Throughout the opinionnaire there were opportunities for writing comments on the workshop. These comments can be divided into two major categories: strengths of the workshop and suggestions for improvement. The most frequent type of comment relating to the strengths of the workshop dealt with the informality of the sessions and the opportunities for getting to know members of the other race better. A white participant wrote, "Informal conversations (coffee breaks and luncheons) gave me an opportunity to discuss for the first time controversial topics with Negroes. This was very valuable, but this helped me to become more frightened of the coming school term." Another remarked, "This was the first time I have felt that I could express my opinions openly and not feel looked upon strangely." Still another comment in this vein, "This experience has been of great value to me. I am afraid that I would have made some mistakes in dealing with Negro children, if I had not learned how strongly they feel about certain words and topics." One white teacher, however, had some misgivings about the experience--"I'm more scared I'll say something wrong. I learned a lot, but my attitude is not as good as when I first came."

The Negro teachers expressed the same favorable feelings about the workshop. One reported, "Speaking as a Negro, this is the first time that I have ever felt welcome and a part of an integrated group." And another, "I wish that all school systems in the country could do this." And a final comment by a Negro teacher, "I believe that I have a budding friendship with a number of white teachers. I hope these will continue to grow. I will need them as source of help and advice during the months to come."

The most frequently expressed suggestion for the improvement of the workshop related to the need for secondary teachers on the panel and to the fact that all of the simulation experiences dealt with elementary school situations. Many also expressed the opinion that male teachers should have been included on the teacher panel. A typical comment came from a white male teacher, "I really began to feel left out of the workshop. More attention should have been given to the problems of the male teacher and especially to the differences between elementary and high school situations. Some of the problem solving exercises on the elementary school level were meaningless to a high school teacher." A few Negro teachers expressed regret that there were no Negroes on the Urban Team.

Another frequent comment from Negro teachers was expressed by one participant as follows; "Too much oriented towards the white teacher dealing with the Negro child. Need more help for the Negro teacher. We have problems too." This problem became even more apparent in the verbal discussions of the workshop. Several Negroes commented on the fact that time had been spent warning white teachers about the use of certain words and pronounciations, but that little had been done to help the Negro teacher become aware of similar problems with white students and faculty.

A number of participants commented on the fact that all of the simulation exercises were scheduled in two-and one-half days. One said, "Too many simulation problems in a row. They should be broken up with other kinds of activities. Became a drag by the third day."

Several teachers expressed the view that the workshop would be improved if some experienced teachers and principals could meet with the group. Others expressed the view that all old teachers and principals need to attend such a workshop.

Many participants indicated that they hoped that the group could continue to hold meetings during the year and to discuss their problems as they arose.

APPENDIX A

MEMORANDUM TO PUPIL PERSONNEL STAFF MEMBERS

GUIDANCE SERVICES
RICHMOND PUBLIC SCHOOLS

MEMORANDUM TO: Pupil Personnel Staff Members February 27, 1968

FROM: Nathaniel Lee
Curriculum Services

SUBJECT: In-service Training Program -- "Information and Counseling Techniques - Tools for the Helping Professions"

Federal funds have been allotted the Richmond Public School system for an in-service training program for guidance counselors, visiting teachers, vocational rehabilitation counselors, and school-community coordinators.

The in-service training program will have two major emphases:

1. Information (5 sessions) -- vocational and educational information with special attention to expanding opportunities for disadvantaged young people.

2. Counseling techniques (11 sessions) -- demonstration and practice in counseling skills, emphasis on helping students understand themselves and make meaningful decisions; use of the videotape recorder; listening to tapes.

Instructors for the in-service training program will be Dr. Austin Grigg of the University of Richmond and Mrs. Elaine Rothenberg of the RPI School of Social Work. We will also have the services of several visiting consultants.

The sessions will be held on Mondays - from 4 to 6 p.m. beginning March 4, 1968, in Room 235-236 at George Wythe High School.

Provision has been made for 60 participants, each of whom will receive a stipend of $2.50 per hour. We believe that you will find the experience a worthwhile one. Please return the slip at the bottom of this page by return school mail.

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Pupil Personnel Services In-Service Training Program

Richmond Public Schools

( ) I plan to participate ( ) I cannot participate in the PPS in-service training program.

NAME ______________________________ POSITION ____________________

SCHOOL ____

HOME ADDRESS ____

______________________________ PHONE ________________________

APPENDIX B

COUNSELING IN-SERVICE ROLL

Total - 54

THE RICHMOND PUBLIC SCHOOLS
809 East Marshall Street
Richmond, Virginia

COUNSELING - IN-SERVICE CLASS

Spring 1968

Monday

Time of Meeting: 4:00 to 6:00 p.m. Date:____________________

Place of Meeting: George Wythe High School - Rooms 235-236

INSTRUCTOR: Dr. Austin Grigg SOCIAL SECURITY NO.____________________

INSTRUCTOR: Mrs. Elaine Rothenberg SOCIAL SECURITY NO.____________________

CLASS ROLL

_____Black, Frederick W., Jr.
_____Blackwell, Mrs. June M.
_____Brinkley, Mrs. Eva Davis
_____Brockwell, Arlick L.
_____Brown, Mrs. Arethea B.
_____Cameron, Mrs. Jacqueline
_____Carr, Willie L.
_____Charity, Lawrence L.
_____Chewning, Mrs. Ellen H.
_____Clapp, Mr. Forrest N., Jr.
_____Clay, Mrs. Selena A.
_____Cline, Mrs. Jean P.
_____Dahl, Mr. Robert
_____Dandliker, Miss Ronda K.
_____Daingerfield, Mr. Fred
_____Drayton, Mrs. Mary H.
_____Edwards, Mrs. Jean T.
_____Edwards, Mrs. Mary Wood
_____Fitzpatrick, Miss Nancy
_____Gee, Mrs. Ollie B.
_____Gillespie, Miss L. Lucille
_____Glenn, Mr. J. Vernon
_____Gurkin, Mr. Charles W.
_____Green, Mrs. Henrietta A.
_____Hammett, Miss Vashti
_____Harwood, Mrs. Ann G.
_____Whiting, Mrs. Josephine F.

_____Haskins, Mrs. Anne A.
_____Holmes, Mrs. Jean Waller
_____Jacobs, Mr. Linwood
_____James, Mrs. Susie N.
_____Jennings, Mrs. Sibyl S.
_____Jordan, Mrs. Ellen D.
_____Kee, Mrs. Martha Lee
_____Maples, Mr. Adolphus L.
_____Moon, Mrs. Cora W.
_____Murdock, Mrs. Emily B.
_____Odell, Mrs. Lillian D.
_____Olson, Mr. Clarence O.
_____Patterson, Mrs. Christine A.
_____Peterson, Mrs. Thelma H.
_____Pettis, Mrs. Thelma Y.
_____Roberts, Mrs. Mildred H.
_____Robertson, Mrs. Lois J.
_____Simpson, Miss Emily E.
_____Smith, Mr. Frederick B.
_____Spurlock, Mrs. LaVerne B.
_____Stossel, Miss Elsie C.
_____Sweeney, Mrs. Barbara M.
_____Taylor, Mrs. LaVerne J.
_____Tennis, Mrs. Page S.
_____Thurston, Mrs. Marie H.
_____Turner, Mrs. Eulalia H.
_____Williams, Mrs. Martha H.

TO BE COUNTED PRESENT EACH PERSON MUST INITIAL HIS NAME EVERY TIME THE CLASS MEETS

APPENDIX C

INVITATION TO PRE-SCHOOL WORKSHOP

Richmond Public Schools
ADMINISTRATION BUILDING
312 NORTH NINTH STREET, RICHMOND, VIRGINIA 23219

Dear

We are pleased to invite you to participate in a one-week, pre-school orientation workshop beginning Monday, August 19, and ending Friday, August 23. This is a pilot program and only a limited number of teachers can be invited.

This workshop is designed for the following purposes:

1. To provide an opportunity for you to become acquainted with our city, the supportive services within the school system and the community which assist teachers with their work, and the general philosophy of education and programs of instruction in our school system.
2. To provide some problem-solving experiences concerned with teaching in urban city schools.
3. To provide an opportunity for discussion with some teachers who have taught in similar situations to which you will be, or have been assigned.

An outstanding team of consultants has been secured and we feel that this workshop experience will be most valuable in helping to make this year rewarding for you and profitable for those whom you teach.

A stipend of $75 for the week, or $15 per day, will be received by each participant.

Please indicate on the enclosed card whether or not you will be able to attend this workshop. If it is impossible for you to attend the full week but could be present for three or four days, we should like for you to give us this information.

Very sincerely yours,

F. W. Sisson
Assistant Superintendent

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FWS:cs
Enclosure

APPENDIX D

IMPLICATIONS AND RECOMMENDATIONS
OF
URBAN TEAM STUDY ON NORTHSIDE SCHOOLS

NEWS CLIPPINGS

Implications and Recommendations
of
Urban Team Study
on
Northside Schools

Urban Team Members:

Dr. James A. Sartain, Chairman
Dr. Charles M. Achilles
Dr. William H. Leftwich
Mr. Roscoe E. Reeve
Mr. Robert K. Roney

Project Director:

Mr. Nathaniel Lee

Prepared For The Richmond Public Schools

November 21, 1968

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Implications and Recommendations of Urban Team Study
on
Northside Schools

It has often been stated that the schools do not operate in a social vacuum. Schools are a part of the community and, in general, they reflect the values of the community in which they are located. And yet, the schools in America today are required to face and are expected to solve problems which the larger society is unable or unwilling to recognize. In no area is this more true than in the field of race relations. In the cities most of the major areas of life--social, residential, business, and church--remain largely segregated. However, the schools must deal with this major social problem of desegregation and, at the same time, strive to provide quality education for all children. The Richmond City Schools are to be congratulated on their largely successful efforts to accomplish both of these goals. It has been suggested by some that this study has been undertaken several years too late to prevent the resegregation of the schools in the Northside but it is certainly not too late to give serious consideration to the future of schools in the rest of Richmond or, indeed, in the rest of the country.

Since the first goal of an educational system is to provide an education for the students, the first recommendation of the Urban Team is that:

> The Richmond Public Schools continue to develop and maintain progressive educational programs to meet the needs of all students. Richmond appears to be making a good effort in this area with quality elementary programs and comprehensive as well as vocational specialty programs at the secondary level.

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The Urban Team was charged with the responsibility of making recommendations concerned both with preventing resegregation and with promoting smoother desegregation of the schools. A certain paradox seems apparent to the Team. This paradox relates to the fact that procedures which will encourage desegregation and alleviate some of the perceived problems of the Negro youth and parents in the schools will at the same time encourage resegregation in the schools. For example, it is apparent that the Negro community is concerned because in John Marshall High School there are few administrators, teachers, or guidance personnel who can relate adequately to the total problems of the Negro community, or who understand the needs of Negro youth. Many of the athletic teams have a large number of Negro students, but no Negro coaches or assistant coaches. In some circumstances there is almost no Negro representation on school publications or in school clubs. As the schools work toward the solution of some of these problems, they will create a climate more acceptable to the Negro community and will possibly attract more Negro students to the schools. As the percentage of Negro students increases, many white students and their parents will request transfers from a school or will leave the neighborhood served by the school. Thus, actions which tend to alleviate problems caused by desegregation in turn act to create resegregation.

Turning to the question of the resegregation of the schools in the Northside of Richmond, it seems apparent from the data that almost all of the changing racial composition of the schools is due at this time to shifts in the residential composition of the area served by these schools. Relatively few white students living in the Northside are at this time attending schools outside of the area. As the percentage of Negroes living in this area increases, however, it may well be that more white students will exercise their option under 'freedom of choice' and attend other schools.

This changing pattern of residence is not unique to Richmond, nor is it new to America. It is possible to trace a number of significant migrations of various ethnic groups of Americans from the core of the central city to the outlying areas. This migration can be seen as the ethnic groups increase in affluence. The Italians, Jews, and Irish are good examples. This same migratory pattern seems to be holding true now for the Negro. In previous migrations the result was the assimilation of the ethnic groups into the larger community. However, as the Negro moves from the core of the city to the fringes, it seems that the Negro drives the whites further from the city, perpetuating racial isolation.

The problem is compounded and seems to be more crucial in this Negro migration than in other group movements. In other group movements there was no discriminative color factor to demonstrate the mobility as clearly as in the present situation. The Negro mobility and desire for better housing and schools may be following the historic process, but is more noticeable because of color differences. The same color factor may be operating in school desegregation or school resegregation issues. When the Italian or Irish youngsters entered the schools in large numbers there was no easy way to distinguish them from the people already in the schools. However, as the Negroes enter the schools, perhaps in no larger numbers than when other large groups entered the schools, it is easy to spot and define a "color line."

This process of migration is clearly taking place in a number of areas of Richmond, including the Northside. Much of the present resegregation in the schools is a manifestation of this shift in racial composition of the residential areas. Since this is an on-going process, it is almost certain to continue, unless dramatic changes can be made in the historic trends.

There are several things in the social, economic, and political areas which may be recommended, but over which the School Board and the staff of the school system may have only moral influence. Nevertheless, they should be mentioned and the School Board should consider lending its support to these issues:

1. The passage of a meaningful open housing law. As long as the residence patterns are rigidly drawn, there cannot be an even dispersion of all groups of people in the city.

2. Consideration of low rent housing to be constructed in all sections of the city so as to disperse throughout the city the poorer people and to break up the East End ghetto which is now spilling over into the Northside because the people have nowhere else to go.

3. Establishment of a group composed of business, educational, and political leaders of both races for the purpose of improving the economic lot of the Negro in Richmond. This may have to include crash training programs for Negroes.

4. Investigate and expose any unethical or illegal actions by the real estate interests in "managing" selected neighborhoods. This includes such practices as starting unfounded rumor, offering property for sale to one race only in neighborhoods which are mixed or are changing, and discriminatory advertising both by listing only in one paper read predominantly by Negroes or by emphasizing the race issue in listings in other papers.

5. Resolve the annexation issue. With the school-aged population in the city of Richmond approaching the point where it will be 70 percent or more Negro, while the surrounding county areas are virtually all white it is obvious that no really meaningful and stable racial balance is possible in the public schools unless the annexation issue is settled. If annexation is not forthcoming in the immediate future in areas of substantial size, this group recommends that either a multi-governmental unit school system be established with Chesterfield and Henrico Counties or that the city of Richmond give up its charter entirely, creating two metropolitan county governments. This recommendation is a crucial one, and the others are largely dependent upon the successful implementation of this one in order to be fully beneficial.

The foregoing five recommendations deal with the long-range solutions to resegregation. The other task of the Urban Team is to consider ways of assisting in the smoother operation of the integrated schools and of preparing the way for the integration of other schools. There is some evidence to suggest that these are not unrelated tasks. As we have previously noted there is a paradox involved, but it has also been suggested that the white students and their parents will accept a higher ratio of Negro students in a peaceful school situation than they will accept in a situation full of tension and strife. Some recommendations may then be made with the purpose of helping to provide for the smoother operation of desegregated schools and for the reduction of racial tensions in the schools. Some recommendations are:

1. A continued effort on the part of school officials--from the top down--should be made to establish a climate of acceptance and true integration (rather than just desegregation) within the schools. This effort is intangible requiring considerable change of attitude on the part of some individuals, but the creation of this type of climate throughout the system will cause many Negroes to adjust better to integrated schools, which in turn will help to reduce tensions. With reduced tensions and fewer conflicts at the schools, white parents should be less apprehensive and more willing to continue to send their children to these schools.
2. Review the curriculum and teaching process at schools where the racial and student population seems to be changing to see if the previous procedures are meeting the needs of the new population.
3. Policies and practices, both of individual schools and of the school system, should be subject to periodic review to assure that none are offensive to, demean the dignity of, or violate the rights of, any majority or minority group.
4. Immediate steps should be taken to assure equal opportunities of pupils of all races to participate in all public school activities.
5. Central office policies need to assure the assignment of administrative and teaching personnel on the basis of competency and not color.
6. Develop biracial teams for administration, guidance and extra-curricular activities to facilitate social understanding and to

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open doors for communication.

7. Develop biracial teams of pupils, faculty, and administration for the purpose of identifying and examining potentially disruptive situations in the schools. These teams should propose alternative solutions for school administrators and the Board of Education to consider.

8. Develop biracial teams to teach basic humanities courses, American Democracy, and other courses that can serve as vehicles for exploring the sensitive issues of human relations.

Since this study was made, we recognize that some of the recommendations are already being implemented. It is also felt that these eight recommendations can all be carried out with the present personnel of the Richmond schools, but it is evident that there will need to be an expanded in-service training program. It is therefore recommended that there be begun immediately:

> An expanded in-service training program for all school staff (professional and nonprofessional) with an emphasis on the understanding between the races. This should be structured in such a way that there is as little feeling as possible that something is being "crammed down the throats" of any individual or groups of participants. Unfortunately, we do not have time to continue to allow this sort of study to be voluntary, and there may not even be funds available for extra pay for the participants. It is suggested, however, that some of the regular in-service time (work days) be devoted to this study. The groups should be small to allow for flexibility and to prevent inhibitions. They should be set up with only two or three teachers or other employees from any one school and should be thoroughly integrated. Administrative and supervisory personnel, both the schools and the central office, should be included in these sessions. One of the major purposes will be to establish a meaningful dialogue among the employees of the school system. Lectures or other long talks should not be a part of this program. Case studies, simulation materials, short films, panel discussions, and short reports may serve as beginning points in developing the desired dialogue. The communication lines must be opened between the races in Richmond on a basis other than master-servant and at a level closer to the people than city council or even the civic clubs. What better place is there to promote the sort of understanding which should come from increased communication than among employees of the public schools?

It was quite evident from talking to citizens in the community that there is a great deal of misunderstanding and misinformation about the schools.

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This misinformation consists of a wide variety of topics, such as the percentage of Negroes in certain schools, certain practices at the schools, events which occurred between students or between students and a teacher, changes in the quality of some schools, and other rumors and gossip. The schools should certainly continue and greatly expand their present public relations programs carried out through the schools with students and parents and those through the mass media. As a supplement to this expanded public relations program, the Team recommends that:

> A Rumor Control Center be set up to investigate and to inform citizens upon their request concerning controversial or inflammatory stories they have heard. Ideally this should be a city project to handle rumors in all phases of life in the community, but if the city does not establish such a center, the school system should. Obviously this center must be staffed by competent personnel and must have support from officials and leaders in the community in order to be effective.

In every project of this nature there are things left undone that should have been done; there are promising leads that are not followed up; and there are gaps in the data to be filled in. This report is no exception. There would be little point in listing all of the shortcomings of this report, but it might be well to indicate some areas of critical importance for further study.

One tentative finding of this study is that there can be by socio-economic levels "comfort" zones where the Negro and white races feel comfortable or uncomfortable with the racial mixture or the change in racial mixture in a school. It would seem important that further research be done to investigate this hypothesis to see if such zones can be clearly defined by socio-economic groupings and to study the effects of this racial mixture in a school moving beyond these percentage points for the groups concerned.

One of the more common reasons given for moving their children from

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an integrated school is that there is a lowering of standards and a sacrificing of academic excellence when Negroes move in large numbers. Data from this study would suggest that an important variable is social class, not specifically race. Further research should be done to determine if it is race or social class factors involved which cause parents to perceive a "lowering of standards" in the schools. The findings of this study should be made available to the total community.

For a variety of reasons several important groups were ignored in this study. There was almost no contact with the students in the schools. The attitudes, motives and perceptions of this group regarding desegregation and resegregation would seem to be of crucial importance in a study of this type. Neither was there any contact with the families who have moved out of the city and whose children are now attending other schools. Some consideration should also be given to the parents of children still living in the city, but attending private schools.

These parents and their children represent a loss to the public schools. In effect, these are the families responsible for the resegregation of the schools. Research should be done to determine why these children no longer attend the public schools of Richmond. Special attention should be focused upon trying to find out how the schools may have contributed to this flight and thus uncover the ways that the schools may become more effective in preventing resegregation.

THE URBAN TEAM

Dr. James A. Sartain, Associate Professor of Sociology, The University of Richmond. Team Chairman

B. S. Degree - Troy State College, Alabama
M. A. Degree - Peabody College, Tennessee
Ph. D. Degree - Vanderbilt, Tennessee

Former sixth grade teacher and elementary school principal. Has taught in a number of colleges and universities. Research and publication in racial attitudes and in various Urban problems.

Dr. William Leftwich, Associate Professor of Psychology and Chairman of the Department, University of Richmond.

B. A. Degree - University of Richmond, Virginia
M. A. Degree - University of Richmond, Virginia
Ph. D. Degree - Purdue University, Indiana

Dr. Leftwich has been employed in governmental personnel work and in management consulting. Areas of specialization include psychological tests and measurements, statistics, and attitudinal research.

Dr. Charles Achilles, Assistant Professor of Education Administration and Coordinator of Field Services, Bureau of Educational Research and Service, College of Education, University of Tennessee.

B. A. Degree - University of Rochester, New York
M. A. Degree - University of Rochester, New York
Ed. D. Degree - University of Rochester, New York

Dr. Achilles has served as a teacher and administrator in public schools, a teacher in a private school, and as a university professor. He served as Assistant Specialist for local school organization at the U. S. Office of Education and as a Research Specialist at the University of California (Berkeley) for "A Nationwide Study of the Administration of Vocational-Technical Education at the State Level." Dr. Achilles has published Research Reviews on "Teacher Evaluation," "Teacher Behavior," "Communication," and "Classroom Social Interaction" for the Genesee Valley School Development Association, Rochester, New York.

Mr. Robert K. Roney, Director of Institutional Research, University of Tennessee.

A. B. Degree - Duke University - 1957
M. A. Degree - Memphis State University - 1964
Advanced Graduate Work at the University of Tennessee in Educational Administration, Personnel Management, and Research.
Dissertation in progress. (Assumed position as Director of Institutional Research, University of Tennessee on July 1, 1968.)

Other experience includes one year working in a church-sponsored recreation program primarily for underprivileged youth, two years as a classroom teacher at the junior high school level, and 5½ years as a personnel assistant with the Memphis, Tennessee, City Schools.

Mr. Roscoe E. Reeve, Instructor and Advanced Graduate Student in Curriculum and Instruction and Supervisor of Student Teachers, The University of North Carolina.

B. S. Degree - Earlham College
M. S. Degree - Indiana State University
Advanced Graduate Student.
Dissertation in progress.

Mr. Reeve has experience in Indiana and North Carolina as secondary school teacher. He has served as a department chairman and County Coordinator for Social Studies. Mr. Reeve has also served as a supervisor of student teachers. He is a co-author of "Hypothesis Testing in the Social Studies."

News Clippings

on

Urban Team Report

November, 1968

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APPENDIX E

CURRICULUM DESIGNS

A PROPOSED CURRICULAR
DESIGN FOR THE
JOHN F. KENNEDY HIGH SCHOOL
RICHMOND, VIRGINIA

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PURPOSE

The purpose of this proposal is to generate a curricular design which will free teaching potential to provide an attractive and stimulating curriculum for both teaching staff and student body. The proposed curricular design is to initiate and stimulate positive teaching and learning possibilities and will be meaningful only to the extent to which it fulfills these objectives.

LIMITATIONS

The curricular design was limited to the extent that the final position taken must be considered in light of the present curricular offerings of the Richmond City Schools. The intent here is not to revise the Richmond curricular offerings, but, to offer an approach designed to increase the effectiveness and attractiveness of these offerings. The emphasis is not on what is taught but how it it to be taught. Although the new John F. Kennedy High School and Chimborazo School are recognized as being schools of the inner-city type, they are not to be equated with the ghetto school characteristically found in the large urban cities in the north. Interviews with local school personnel and through visitations to local schools, led to the development of a composite picture of the characteristics of the inner city child who would be attending the John F. Kennedy and Chimborazo schools.

THE INNER-CITY CHILD

The inner-city child is oriented to the present and has had little experience with delayed gradification for effort given. He must feel success now, not in some remote time in the future, but immediately. Tasks are much more readily completed by the inner-city child when the whole picture can be seen, the beginning, the end, and the immediate reason for expended effort. To repeat, success must be immediate and the task must be consummated in a short period of time.

The inner-city child will not stay with anything for a long period of time. He must see the end. He must realize the value in achieving the desired end.

The inner-city child is much more adept at handling concrete problems and objects than he is at dealing with abstractions or verbalized concepts. Consequently, the more we can offer the child in a concrete illustrative form the better his chance of perceiving and achieving. The greater the abstraction, the greater the verbosity, the less his chances are of perceiving or achieving.

The inner-city child has a simple, yet unique, language system. He cannot use the vernacular as a manipulative tool. A tool that will aid thinking. A tool which children who are successful in school use to a high degree in attaining academic success. The inner-city child's language utilizes meanings and connotations which are often obscure to the teaching staff specifically and the educational establishment, generally. In other words his language inhibits academic growth.

He cannot relate to academic problems and situations as normally would be expected. Whereas we generally expect these things to be truer in the lower age groupings they have become solilified over the period of years, and therefore, become even greater problems in the high school than they are in the elementary school.

The inner-city child has not had adequate assistance and opportunity in developing the senses related to success in school. His ability to pool his senses in arriving at singular concepts is not well developed. The drives or familial pressures that are necessary for him to succeed in achieving tasks have not been present and he has not developed the ability to manipulate, to understand, and to retain those skills necessary for academic achievement. The foregoing depicts a prototype of the child that we expect to be taught in John F. Kennedy High School and Chimborazo Elementary School.

PHILOSOPHY

It is generally recognized that there are three foundations upon which the curriculum is built. They are society, knowledge, and the individual. Curriculum patterns differ only in the priority and the order of secondary and tertiary preference of these. This curricular design selects the individual as the prime or first frame of reference. The secondary frame of reference is society and the tertiary frame of reference is knowledge. Consideration of the individual is a form of micro-inspection of society. This is in contrast to macro-inspection of society which includes all of society as a viewpoint.

An attempt to answer the following questions is made when the individual is used as a prime frame of reference: How can the individual best be assimilated into society as he is? This does not mean that education or experience or training should not attempt to change an individual, but it means that there are confines within individuality in which the school must operate. For example, the school must operate within a persons intellectual framework, his physical framework, and his affective framework. This is what we mean by as he is.

Where do his qualifications place him in the total schema of society? Further, what types of educational processes does he require for total personal fulfillment in light of the previous answers? To emphasize this, we borrow a paragraph from the NEA publication, A Climate for Individuality.

> The most fundamental thing is to secure for each child and youth a wholesome climate for growth. We believe that the minimum essentials of such a climate are rich stimulation and stretch, responsible freedom growing with the years, the support of love, respecting and acceptance, a balanced pattern of success experiences, time to explore, to contemplate, to develop a chance to examine human values, to look at the cultural heritage, encouragement to make commitments beyond one's self, and opportunities for a steady deepening of self insight.

In viewing the curriculum more specifically, the curriculum should be devoted to the improvement of the language facilities of the child. This would include increases in vocabulary and the use of language as a cognitive tool. The senses of the child should be more highly developed so there can be greater effectiveness and greater discrimination in his learning process. As a child's language facility improves and as the effectiveness of his senses enable him to become more discriminating then a corresponding increase in ability to observe, compare, classify, contrast, interpret, and communicate about various manner of phenomena should also occur. To be capable of providing these experiences the curriculum must be modified to provide the following:

1. Immediate feedback must be provided to the learner.
2. Compact tasks must be based on short term achievement or accomplishment.
3. The activity should be interesting and actively engaged in by the learner. Sense perception and sense realism is essential.
4. The learner should be ultimately expected to manipulate ideas and concepts.
5. As the learner progresses he should be expected to come forth with increasingly complex behavior or behavioral skills.
6. Progress should lead to highly structured language patterns with the ability to manipulate abstractions such as conceptual schemas.
7. The curriculum should be designed to develop the need for learning in the learner.

The overall key to the program of education of the inner-city child is the development of attitudes, values, and behavioral skills and not a specific acquisition of knowledge, however, watering down of subject matter is not recommended. Taking the child from where he is and moving him forward on a rate commensurate with his ability and background is recommended. In fact, there seems to be a case in favor of the argument to change the cultural outlook of our schools to correlate more closely with the culture of the inner-city dweller. This is in lieu of attempting to change the child to an outside foreign abstract world with which he has no contact. The intent here is not an attempt to perpetuate the present inner-city culture but merely to keep a stable base of operation for the child until the child is able to rationalize his culture with the alien culture.

At any rate, to be effective, the methods employed to implement a curriculum must be oriented to the inner-city child on his level, but, the behavioral skills called for should be the same as those demanded in any reputable program. It is, basically, a matter of allowing more time to achieve these skills or perhaps achieving them at a lesser rate or, more significantly, in a different way.

Special considerations must be provided for boys in the educational and curricular structure. Presently, boys must fit into a formal educational structure that reeks of priority, obedience, rigidity, decorum, cleaniness, silence, physical and mental passivity and total un-youthfulness and unmaleness. It can be stated that delinquency rates are 5 times higher among boys than girls. There are more male dropouts than female dropouts and twice as many boys as girls under fifteen are currently first admissions to public mental hospitals. It appears, then, that one of the prime considerations of an integrated program or curriculum would consider these facts and do something, if at all possible, to help the male child in the public schools. It is anticipated that the proposed curricular design will have some effect, some positive effect, on the boys in the formal educational structure of the public school.

Procedure

Although ~~the curriculum consultants reviewed~~ relevant literature and research in the field of the education of the inner-city child was reviewed, specific findings from the literature will not be cited. A bibliography will be provided for a more indepth review for those who choose to do so.

Numberous interviews, conferences, and meetings with the department heads, supervisors, and staff members in a number of school visitations led to the following observations: Many of the observations were repeated on numerous occasions by different department heads or supervisors.

1. Build something in the curriculum to correct the problem of the slow learner; one who has potential but has not yet developed that potential.

2. There should be an activity program wherein the individual can identify with the school in a way other than through academic subjects only.
3. Ability grouping is not especially disadvantageous.
4. Honors and average children should be grouped together.
5. Bright children should be encouraged, and provisions made for them, to tutor students of lesser ability.
6. The interdisciplinary approach should be used perhaps in conjunction with block scheduling.
7. Large group and individual instruction should be provided for in the schedule.
8. There should be some integration of each subject with the humanities. Perhaps the humanities should be the overriding rubric of the curriculum with the other subjects bound together through it or by it.
9. The inner-city child should be provided with greater exposure to the society that is unknown to him. More field trips should be scheduled.
10. Class scheduling procedures should be altered. The student should be able to enter into a contract with a teacher rather than enroll in some specific course at a specific time.
11. A student should be able to cross the line between the general, academic, and business tracks as his ability permits him to do so.
12. There should be greater integration between the distributive education, business education, and English department offerings. There should be greater integration between

home economics and distributive education.

13. Sex education and family living should be taught early in the school years for those students who will not complete high school. Sex education should consider both male and female identification.

14. There should be an attempt made at nongradedness and independent study.

15. Classes should be scheduled on a more relaxed basis, rather than the rigid lock step, five day a week, class at the same hour, traditional pattern.

These constitute a few of the comments that we received from the interviews. The comments listed do not constitute the totality of responses received. They do not cover all of the areas of the curriculum, but, they are the salient statements made by the department heads, the supervisors, or the teachers.

NEED

The existing disparities in our present formal public school education system involving the inner-city child can be summed up in a few words: the public schools provide a sterile, artificial, unrealistic, situation to the inner-city child. He is expected to learn concepts that are relatively foreign to him and basically meaningless to him. These concepts have no relevance for his everyday life. He attends school and, generally, accepts the artifically of the school during the day, but, then, when he returns home after school he is again faced with the cold realities of his real life.

What can be done to correct these travesties which are disguised under the misnomer of education? Can they be corrected. Not all at one time, but, perhaps all in good time. The curriculum or the general program of study in the public school must be altered to conform to a pattern more conducive to learning by the inner-city child. The proposed curricular design points in that direction and once implemented, and elaborated upon, will improve the learing atmosphere and promote learning achievement in the inner-city child.

THE CURRICULUM

Three key words were accepted from Ralph, Tyler, they are Continuity, Sequence and Integration. Continuity provides us with a concept of a continuum. This does not only mean a continuum within a particular subject but within the entire curriculum from preschool through twelfth grade or through junior college, whatever the case might be — even through college. Continuity implies that the subject matter is not broken up into nine month segments, or six weeks segments, or any segment. There is a continuous growth in whatever area the subject matter is covering, i.e., a continuous growth in the child. An example might be United States History or Virginia History. Can these be taught only at one specified daily time, or can they be taugth more effectively continuously through all subjects?

Sequence is related to continuity in the respect that sequence implies or pertains to the growing difficulty of the subject matter. Not only to the growing difficulty of the subject matter, but to the time when it is best presented to a particular individual, according to his psychological and logical needs.

Integration pertains to the pooling of the subject matters especially as reinforcing agents for one another. This is particularly true in areas where subjects inter-relate and where carry-over from one subject to another has special significance for the learner. Overlapping of English subject matter with social studies subject matter, social studies subject matter with science subject matter for example. Subject matter does not exist as an isolated entity. It's impossible for social studies to exist without English and English to exist without social studies. Integration is the unification of subject matter commonalities. Dovetailing subjects with each other. In fact, it is teaching them together. This is what can be expected in the curricular design.

What is the best way to arrive at continuity, sequence, and integration? It certainly is not by breaking the day down into periods and saying in this period we teach English and this period we teach U. S. History and in this period we teach Geography, science, or biology. Separating the subjects into little capsualized areas that to students seem to be completely unrelated. Traditional departmentalization emphasizes a false unrelatedness of subject matters. Educators must correct this or, at least, take a step toward correcting it. The facilities provided in the new John F. Kennedy High

School and the Chimborazo Elementary School are conducive to flexible scheduling and team teaching. A curricular design for that school would be somewhat remiss if it did not make an attempt to promote flexible scheduling of subjects according to individual time requirements and needs. Team teaching according to the ability of teh teachers and the demands of the individuals in the learning process.

The logic behind flexible scheduling and team teaching contradicts our present traditional pattern of scheduling which assumes that all students can learn the same subject matter, at the same rate, from the same materials, and with the same teacher. Educators know that this is not true, but their present methodology does not reflect necessary changes to rectify this situation. Educators need to do something.

FLEXIBLE SCHEDULING

Flexible scheduling is based upon the principle: Classes should meet in varying sizes. Class size should be determined by the method of instruction to be used and the material to be presented. Teaching can be done by lecture, or by testing, or by use of technological aids in an assembly or large group. When the method of learning is by discussion, or by questioning — the Socratic method, an inquiry group or small group can be most effectively used. Under the concept of team teaching when large group instruction is taking place one teacher teaching a great number of children, say 120 or more, frees other teachers for individual work. Modular scheduling or flexible scheduling can provide the students and teachers with the necessary formally structured teaching time and also make provisions for individualized instruction, large group instruction, plus time for independent or directed study by the individual students.

INDEPENDENT STUDY

Flexible scheduling will also provide longer periods of time for laboratory work. This does not mean that certain subjects will meet for more minutes during the week nor does it mean that they will not meet for more time during the week, but, it does mean that they will meet in longer lengths of time for certain days and then on other days for shorter lengths of time. The potential for this will be diagrammed later in this proposal.

The recognition of a need for independent study time is based on the belief that student responsibility cannot be taught by the assumption of this responsibility by the staff. That is, the adults or the staff members of these schools should not assume the responsibility of the behavior of the students but should strive to develop acceptable behavioral concepts in the students. This becomes a tremendous burden and a tremendous task beyond that of instructing the children in knowledges or specific behavioral skills. A student can learn responsibility only as he is provided with the chance to learn it. He must be given time to develop and provide for himself on an individual basis. Directed study or independent study is a way of doing this. Independent or directed study is a paramount technique of using the resource centers which are an integral aspect of the new schools. The library as a resource center, the multi-use rooms, the study rooms, the work rooms, departmental work rooms, will not be utilized properly unless time is provided and study guided into these rooms or areas.

TEAM TEACHING

In the area of team teaching teachers should be assigned in teams responsible for instructing a certain number of pupils in certain subject matter. For example, three teachers could be assigned from 90 to 100 pupils. They would be responsible in the area of English, social studies, and, perhaps, science. For these 90 to 100 pupils certain blocks of time would be assigned. The teachers would etermine how this time would be utilized with this block of 90 to 100 students. It would be a team effort and an individualized effort where the teachers would have to program their actions according to the needs of the students. The students could be involved in curriculum planning or in subject matter planning with the teachers. The teachers, of course, would regulate their planning to provide for learning as needed by this group of students in the two or three subject matter areas, English, social studies, and/or science.

LUNCH PROGRAM

The cafeteria program perceived as most consistent with the needs of the inner-city child is one which embodies the concept of a total daily nutritional program within the framework of total institutional or governmental financing. The cafeteria program should include service for breakfast, snacks and lunches and should be accessible to the student at his discretion during his unencumbered school time. The amount of personal freedom of choice regarding use of non-class time should increase with the maturity of the student but should begin as early as possible dependent on the students ability to make responsible decisions. On the high school level students should be allowed the opportunity to utilize their free time in pursuit of independent study, relaxation, listening to music, reading, socializing, having a snack, auditing classes, remedial work, special interests, etc. The custodial image of the school must be revised by the provision of opportunity for the exercise of self direction by the student. The amount of freedom allowed to an individual child should be commensurate with his ability to handle the situation but the opportunity should be available and should increase with maturation.

TEACHER AIDES

Further recommended is the use of a teachers aide to provide the required typing and grading of papers, to provide necessary audiovisual materials and other supporting activities.

Teacher aides should be used increasingly in the inner-city school. They can be provided through federal funds and are becoming a necessary adjunct to the teaching process.

In further reference to independent study or directed study, the students, during this time, could refer their academic problems to the teachers as they have mutual time. The teachersshould be provided with time during the day to meet with individual students or with small groups of students. They can program small group instruction situations, but, they do need to have the time free to meet with individual students as the occasion arises. This can only be done by having the teacher free at the same time the student is free. This will be illustrated in the following examples.

The following examples and illustrations represent ways to provide flexibility in scheduling students, teachers, and facilties according to the individual needs of the student and the structure of the subject matter as appraised by the teacher. The examples move from simple scheduling subject matter will not be illustrated.

Example I: Team Teaching - English/Social Studies.

Organization:

1. Ninth grade English teacher (1)
2. Ninth grade world history teacher (1)
3. Ninth grade students (40-60)
4. Teachers aide (1)

Students are assigned for two consecutive periods (conventional 55 or 60 minute periods) in a room(s) with an operable wall. The English teacher and the social studies teacher colloborate on deciding how to best use the time block and rooms for developing skills in English and knowledge of world history. Teachers may group students in various ways and facilitate instruction.

Illustration: (For purposes of example only).

<table>
<tr><th></th><th colspan="2">Monday</th><th>Tuesday</th><th>Wednesday</th><th colspan="2">Thursday</th><th>Friday</th></tr>
<tr><td rowspan="3">ull
eriod</td><td colspan="2" rowspan="2">General planning two teachers 40-60 students</td><td rowspan="3">All Students One teacher Soc St Lecture Etc.</td><td rowspan="3">All Students One Teacher Eng. Lecture, Theme, Lit. Rev., Etc.</td><td>Ind. Study</td><td>Small Group</td><td rowspan="2">All Students English review</td></tr>
<tr><td>Small Group</td><td>Ind. Study</td></tr>
<tr><td rowspan="2">LM/A Eng. Grp.</td><td rowspan="2">HM/A SocSt Grp.</td><td colspan="2" rowspan="3">Film in Aud. with other team groups</td><td>All Stutents Soc St review</td></tr>
<tr><td></td><td rowspan="2">LM/A Eng. Grp.</td><td rowspan="2">HM/A Soc St Grp.</td><td rowspan="3">Testing, Evaluating, and Planning</td></tr>
<tr><td rowspan="2">ull
iod</td><td rowspan="2">HM/A SocSt Grp.</td><td rowspan="2">LM/A Eng. Grp.</td></tr>
<tr><td>HM/A Eng. Grp.</td><td>LM/A SocSt Grp.</td><td colspan="2">Review film-evaluate</td></tr>
</table>

In this example the two teachers chose to meet with all of the students (40-60) on Monday morning to develop or extend the instructional plan for the forthcoming week. In this comparatively short session, the students are involved in the planning, although the basic format is defined by the teachers. Educational objectives are defined or outlined with the students. The students are given a schedule of their group and room assignments for the week. The schedule involves only those two periods assigned to the team for instructional purposes. In this example the teachers have not organized their schedule by any particular module size, they have simply cut the two periods into time patterns they felt would meet the needs of their students.

The two teachers have grouped the students according to mental ability and achievement for some classes, in other classes the students are not grouped at all. While the English teacher meets with a small group (10-15) of students with low ability, the social studies teacher meets with the remaining students (30-40). The grouping in this illustration is arbitrary and may be done on any basis that the teacher's consider to be educationally productive.

The students meet as a single unit for lectures in social studies or English or, perhaps, a lecture related to both areas. This is illustrated on the days Tuesday and Wednesday. To complete the block time on Tuesday and Wednesday the students are again grouped by ability and achievement to afford a more personalized method of instruction.

On Thursday the students are assigned into two small groups consistently of 10-15 students. This is accomplished by assigning qualified, capable, and responsible students to independent study. The students who are assigned independent study have agreed to complete a prescribed project or an assignment. They are permitted to go to the library or any other area to study. The librarian is made aware of this scheduling before the students are released to go to the library. In the library, the students can be temporarily assigned a study carrel for greater privacy. Several days notice to the librarian is advisable except when notice is impractical or unnecessary. While some students are released for independent study, the teachers remain with the small groups in the classrooms or library rooms and provide for individual variation.

The students are also scheduled to view a film with other team groups on Thursday. They will view the film in the auditorium then return to their room(S) to evaluation the presentation. The evaluation can be done in one or two groups, whichever is most desirable.

The teachers in this illustration prefer to use Friday as a day for reviewing and evaluating the week. The students are grouped together to review English and to review world history. At other times, English and world history might be reviewed together with all of the students. Testing, evaluation, and planning are also scheduled for Friday. These can be done in groups according to the preference of the teachers and the needs of the students.

There are times when a teacher may or may not be in a classroom with students, that occurs when one teacher is lecturing to all of the students. The teacher who is not lecturing is free to plan or to work with exceptional students. It is not a regular preparation period. The team should be assigned a separate preparation period(s). The teacher aide performs the clerical duties that arise from the instructional team.

Example II: Team teaching - English/Business/Dist. Education

Organization:

1. Sophomore English teacher (1)
2. Distributive education teacher (1)
3. Business math teacher (1)
4. Typing teacher (1)
5. Second year high school students (80-100)
6. Teacher's aide (2)
7. Three conventional class periods (6-30 minute modules)
8. Three rooms - two with operable wall

Students are assigned for three consecutive periods in a room(s) with an operable wall. These are available with either the mathematics or English departmental areas. Three teachers (English, distributive education, and business mathmetics are assigned in these rooms with the students. A typing teacher is used in the organization but is not considered a primary member of the team. Her position is one of advisor and instructor of a specialized skill (typing). Two teachers aides have been assigned to this team because the paper work of this group is expected to be above the normal amount.

Illustration: (For purposes of example only).

	Monday			Tuesday			Wednesday			Thursday			Friday
	All students Organizational Period			Distributive Education			All students subject Integration Period			M I.S.	E I.S.	T	Review D.E.
ull riod	English			ENG						T	M I.S.	E I.S	Review E.
	Dist. Ed.						DE	E	M				
ull riod	Bus. Math.			MATH						E I.S.	T	M I.S.	Review M
	Math I.S.	Eng I.S.	Typ	D.E. I.S.	E. I.S.	Bus M. I.S.	E	M	DE	D.E. Film-Speaker-Evaluation			Testing Evaluation Planning
ull riod	Typ	Bus Math I.S.	Eng I.S.	E I.S.	Bus M I.S	D.E. I.S.							
	Eng I.S.	Typ	Bus Math I.S.	M I.S.	DE I.S.	E I.S.	M	DE	E				

Again, the teachers chose to begin the week with a general organizational period. This meeting can take place in a classroom or in a room especially designed for large groups, i.e., balcony of auditorium, dining area, or multi-purpose room. The students are refreshed on the planning that occurred on the previous Friday. Educational objectives are defined or outlined with the students. The students are given their schedules for the forthcoming week. This schedule includes only the three periods that the teachers and students are assigned to accomodate team teaching.

Immediately following the organizational period on Monday, the students remain as one group to receive overviews of their English, distribution education and business mathematics assignments for the week. The organizational diagram illustrates that the teachers chose to pattern their schedule according to modules that are thirty minutes in length. This permits them to ignore the conventional 55-60 minute period and schedule time and students, according to needs.

Following the overviews on Monday, the students are organized into three smaller groups. These teachers prefer heterogenous grouping, therefore, students are selected into a group by random selection procedures. The three groups engage in English, business mathematics, or typing. The groups rotate in this schedule every thirty minutes, longer periods could be assigned if they proved to be more productive. The English and business mathematics groups are made smaller by permitting responsible students to use the time for independent study. They could also be counseled or advise by the distributive education teacher at this time since he is not assigned to a particular group.

On Tuesday, all students meet in a large group area to again review assignments in each of the three areas. After the reviews, the students areagain grouped into three smaller groups for a more personalized instruction. Selected students are again permitted to use the time for independent study. The teacher may use the classrooms or library rooms for small group instruction.

On Wednesday, the first part of the team teaching schedule is used to integrate the three subjects in the minds of the students. The teachers illustrate the commonalities of the subjects. The idea is to present reasons for teaching subjects separately without separating them. The students are then placed into three groups and are rotated among the three teachers. No independent study is permitted at this time because it is a time for interaction in the classroom and all students are expected to participate.

On Thursday, the three groups are again rotated through English, business mathematics, and typing. Selected students are again permitted to leave English and/or business mathematics for independent study. The second half of the team period (3 modules-90 minutes) is allotted to distributive education. A film and speaker are available. Some time is reserved for evaluation of presentation. The group met in the multi-purpose area in the auditorium.

These teachers, too, use today as a day of review, testing, evaluating, and planning. The review can be accomplished by the three teachers meeting with all students or by the three teachers meeting separately with each small group of students. The same is true for testing, evaluating, and planning.

Throughout the scheduling, the teachers have coordinated their efforts to provide an integrated set of learnings for the students. They have attempted to cope with individual variation through independent study and small group and individual instruction. All primary members of the team are assigned a preparation period at the same time during the day.

Example III: Student daily schedule

In Examples I and II only part of a student's week was illustrated; Example III illustrates a complete student week with modular scheduling. The modules presented here are 23 minutes in duration with no standard intermission when the entire school crowds the halls at one time. Twenty-three minutes is an arbitrary amount, the amount of time in each module can be set according to design or desires of the students, staff, and administration.

An idea of the individual student's schedule can be gained by a study of the program of John Doakes, a sophomore.

With the help of his guidance counselor, John selected the following subjects: English, World History, mathematics, biology, French, physical education, and personal typing.
Illustration: (For purposes of example only.)

(See following page)

ie	Monday	Tuesday	Wednesday	Thursday	Friday
1	English	English	English	English	English
2		Study		Study	Ind Inst.
3	Pers. Type	Phys. Ed.	Pers. Type	Phys Ed.	
4					Math 10
5	Math 10	Math 10	Math 10	Math 10	
6					
7	Biology	Study	Lunch		Lunch
8		Lunch	Biology	Lunch	Biology
9		Biology		Biology	
10					World Hist.
11	Lunch	World Hist.	World Hist.	World Hist.	
12	Ind. Inst				Study
13				Study	French
14	French	French	French	French	
15					
16					

In English, John has classes which meet in combinations of double or triple modules. Under this system, it is possible for the class to be broken down into smaller groups of students. These small groups offer opportunities for review of written work, for developmental reading and for the teacher to become better acquainted with his students. It is also possible to arrange the groups in terms of common problems or interests.

The time patterns arranged in other subject areas permit teachers greater flexibility in teaching technique and procedure. In biology, for example, the teacher finds that the large blocks of time they now have offer them opportunity to conduct valuable laboratory experiments which were never before possible.

The added time also permits the study of certain topics in greater depth and also gives the student the opportunity to work independently on topics of interest to them under teacher supervision and guidance.

In history, the triple module allows ample time for committee work, for independent study under teacher supervision and for lengthy discussion and debate so essential if schools are to develop in youngsters the ability to think critically, an inquiring mind and the skills of effective discussion.

In all areas, the increased class time allows abundant time for the uninterrupted introduction of new material, for the use of audio-visual materials and for testing and review.

The most unique feature of this modular schedule and its most promising is the Individualized Instruction scheduled on John's program. Under this plan, John meets with his teachers in small group settings as well when he and his fellow students need additional help. These periods may also be used for independent study, research in laboratory, in the library, or other student work areas.

Students are more apt to ask questions when in small groups than when in regular classes. There is more interaction within a small group than in a class of 30 or more. Small groups offer the opportunity to conduct discussions in which, perhaps for the first time, all students can participate. Teachers get to know their students better and can more accurately make provisions for individual differences.

John's schedule does not include any team teaching, however, it would not involve a drastic change to include team teaching in his schedule. His schedule could accomodate team teaching in the subjects illustrated in Example II, English, business mathematics, and distributive education.

The above examples and illustrations are one attempt to show how a school might move slowly or rapidly into a flexible scheduling procedure. To move slowly, a school might first adopt a two or more teacher team situation. More rapid movement would involve several teaching teams in different combinations of subject matter. Finally, a complete modular, flexible time schedule as illustrated in Example III is evolved to meet the educational objectives of the instructional program.

Flexible scheduling involves considerable planning and the complete support and acceptance of the faculty. It is necessary to have more flexible space than is normally found in most schools. Such things as individual study stations, conference rooms, instructional materials centers are extremely important. They areavailable in the new John F. Kennedy school and can be utilized more effectively through flexible scheduling.

Additional staff, creative and flexible, is also necessary because the entire concept of flexible scheduling is based on the availability of the teacher and the student. Without this, the program would not function commensurate with the intent of its design. The following represents a summary of the rationale behind flexible scheduling:

THE PRINCIPAL'S CONCERN.....ELEMENTS FOR UTILIZATION

1. Professional resources
2. Learning material resource
3. Time
4. Class size
5. Composition of learning groups
6. Frequency & duration of learning groups
7. Facilities

THE ORGANIZATION FOR INSTRUCTION

THE SCHOOL DAY
Assembly Groups - 10-30 %
Inquiry Groups - 20-50 %
Individual Study - 10-30 %

Individual Study - Group Size: Varies from 1 to 60 students.

Functions:

1. Develop creative and independent thought
   (through producing and "doing")
2. Strengthen background knowledge
   (through special reading, outlining, etc.)
3. Increase special talents
   (through concentrated effort)
4. Enlarge capacity for self-development
   (through personal responsibility for learning)

Inquiry Group Instruction - Group Size: 5 to 15 students.

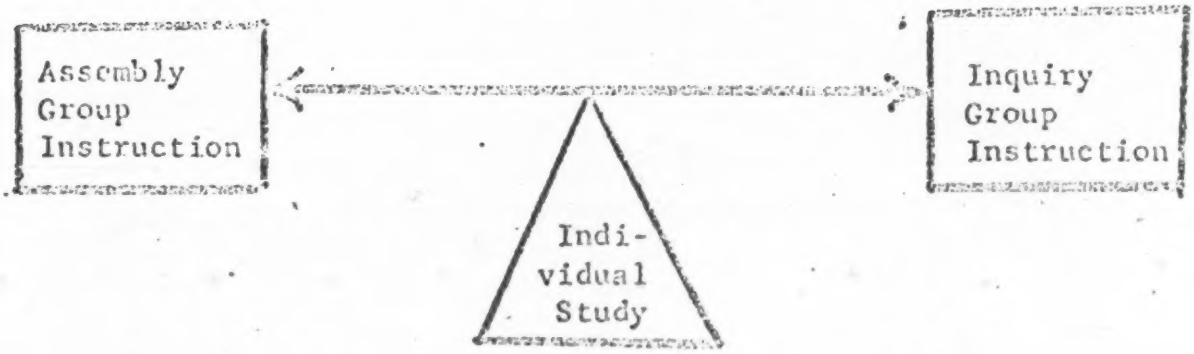
Functions:

1. Discuss content presentation
   (by student involvement)
2. Strenghten basic skills
   (by speaking, writing, reading)
3. Promote group activity
   (by shared experiences--panels, buss groups, etc.)
4. Add to personal development
   (by frequent class participation)
5. Increase individualized instruction
   (by added teacher attention)

Assembly Group Instruction - Group Size: 50 to 220 students.

Functions:

1. Introduction of topics
   (with reasons for learning)
2. Development of background
   (with coordination of previous knowledge)
3. Presentation of content
   (with development of generalizations)
4. Enrichment of instruction
   (with films, recordings, resource experts, etc.)
5. Evaluation of achievement
   (with testing, written idea development, etc.)


Assembly Group Instruction
Inquiry Group Instruction
Individual Study

TEACHING RESOURCES

Dimension	Design	Alternatives
Content		1. Unitary subject areas with defined content
	X	2. Unitary subject areas with undefined content
		3. Coordination of more than one subject area with defined content
		4. Coordination of more than one subject area with undefined content
Teachers		1. One teacher working with a given number of students in equally balanced groups
		2. One teacher working with a given number of students in varying class sized groups
		3. A team of teachers (two or more) working with a given number of students in equally balanced groups
	X	4. A team of teachers working with a given number of students in varying class sized groups
Non-Certified Instructional Aids		1. Members of teaching teams
	X	2. Service personnel who assist on an ad hoc basis
Students		1. Learn in equally balanced groups
	X	2. Learn in varying class sized groups
Grouping		1. Random assignment to groups
	X	2. Grouping based on specifications for each course. Criteria may include: Chronological Age Ability Personality Behavior Skill Vocational Choice Sex And Many Others

Dimension	Design	Alternatives
Instructional Media	X	1. Media used on an ad hoc basis
		2. Planned use of media in an established order
	X	3. Media used as part of individual study
Time		1. Standard distribution of time for all subjects
		2. Standard distribution of time but varies by grade levels
	X	3. Various distributions of time for each subject
		4. Distribution of time varies; established on ad hoc basis
Period Length		1. Every period is equal in length
		2. Multiple periods for some courses
		3. Period length pre-set in terms of class sizes and instructional functions
	X	4. Period length determined by teachers within an assigned block for one or more subjects
		5. No assigned period length made
Cycle		1. One day
		2. Two days
	X	3. One week
		4. Not set; determined on an ad hoc basis
Facilities		1. Multi-purpose facilities
		2. Highly specialized facilities
	X	3. Semi-specialized facilities

The design calls for:

1. team teaching
2. varying class sizes within each subject
3. a module of ~~thirty~~ minutes
4. a cycle of one week

Students in the design will:

1. sometimes meet in large classes
2. sometimes meet in small classes
3. sometimes work in individual study

Teachers in the design will:

1. work as professional equals in status and responsibility on teams
2. usually specialize in various phases of the instructional process

EVALUATION

The need for evaluation with an eye towards constant revision and upgrading is essential to the realization of quality and worth in the curricular design. The inescapability of built-in change is a condition that all curricular innovations must accept. To neglect evaluation as continuous phase of curricular revision would be to negate the opportunity for total fulfillment of a specific curricular structure.

In recognition of the need for evaluation, Goodlad offers four different means presently used in evaluating new programs.

1. Observations of whether or not the students for whom the material is intended appear to be progressing successfully.

2. Both casual and systematic questioning of students involved in the programs.

3. Periodic examination of students by tests designed to cover the new material.

4. Comparative testing of students in the new and the old programs with traditional and specially designed tests.

The major concept for evaluation in the proposed curricular design is the effectiveness with which the inner-city child, his needs, his culture, and his self concept have been recognized and successfully challenged and channeled. To facilitate a meaningful evaluation of the degree of attainment or lack of this concept it is necessary for the evaluation to be conducted on both an internal and external basis. The external community appraisal of the overall program is as meaningful and has as much implication for change as does the internal school appraisal of the program by the professional staff. Evaluation is done continuously by groups who must concern themselves with the question of effectiveness. To accommodate continuous evaluation, multi-directional communication or feedback is an essential component of the educational structural hierarchy. Evaluation and assessment play the critical roles of providing corrective feedback to the planning, policy making and to the doing parts of the system so that the entire operation can be improved. Parent conferences, lay committees, questionnaires, meetings with community leaders, businessmen professional men, laborers, all have significance in the evaluation of the worth of the curricular program on an external basis.

Internally, student testing, teacher assessment, consultant and specialist assessment, professional curriculum councils, teacher workshops, teacher visitations all must contribute to the evaluation process.

The findings derived from the evaluation must be tantamount to a demand for change and the doing parts of the system must accept their responsibility in instituting the required changes. To shirk this responsibility is to endanger the entire educational program and to reduce the confidence and prestige position of the school.

STUDENT EVALUATION

Recognition of the need for evaluation of the curricular program carries with it a mandate for similar recognition of proper evaluation of the product the curricular program produces. To attempt to measure a new entity with an antiquated measuring device would be in somecases less effective than no measuring device at all. Consequently, a new look at the process of student evaluation is necessary for the maintenance of consistency and meaning in the overal program.

The present, inflexible, basically perjudiced, grading system, of A,B,C,D, and E is incomprehensible in the new philosophy and outlook set forth by the proposed curricular design. The need is for a method of evaluation which allows for understanding and fulfillment of the needs represented by the individual. This can only be realized through measurement of the progress made by the individual based on his standards and capabilities and not by a comparison of the progress of his peers.

A recommended evaluation system has a positive, what have you accomplished, outlook rather than a negative, what have you failed to accomplish, outlook. The emphasis is on a realization of accomplishment with constant recognition of the worth and value in what the learner can do.

Evaluation of the learner must be a constant on-going process which allows for immediate information feedback to the learner and constant assessment of his current status with an eye toward facilitating his progress.

Subject matter content areas should be constructed in a behavioral and sequential arrangement to facilitate easy recognition by the student and the teacher of what is to be learned, the directions to take to accomplish the learning, and evidence of the fact that the learning of the concept or the skill has been accomplished. Assessment should be based upon where the learner is on the road to accomplishing the skills or concepts required for mastery of a total area of subject material, or group of skills designed to perform a specific task. The actual material beings covered is the same as that which is presently being covered but the arrangement is different and the emphasis has changed to provide positive reinforcement for what has been accomplished.

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A PROPOSED CURRICULAR
DESIGN FOR THE
CHIMBORAZO ELEMENTARY SCHOOL
RICHMOND, VIRGINIA

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PURPOSE

The purpose of this proposal is to generate a curricular design which will free teaching potential to provide an attractive and stimulating curriculum for both teaching staff and student body. The proposed curricular design is to initiate and stimulate positive teaching and learning possibilities and will be meaningful only to the extent to which it fulfills these objectives.

LIMITATIONS

The curricular design was limited to the extent that the final position taken must be considered in light of the present curricular offerings of the Richmond City Schools. The intent here is not to revise the Richmond curricular offerings, but, to offer an approach designed to increase the effectiveness and attractiveness of these offerings. The emphasis is not on what is taught but how it it to be taught. Although the new John F. Kennedy High School and Chimborazo School are recognized as being schools of the inner-city type, they are not to be equated with the ghetto school characteristically found in the large urban cities in the north. Interviews with local school personnel and through visitations to local schools, led to the development of a composite picture of the characteristics of the inner city child who would be attending the John F. Kennedy and Chimborazo schools.

THE INNER-CITY CHILD

The inner-city child is oriented to the present and has had little experience with delayed gradification for effort given. He must feel success now, not in some remote time in the future, but immediately. Tasks are much more readily completed by the inner-city child when the whole picture can be seen, the beginning, the end, and the immediate reason for expended effort. To repeat, success must be immediate and the task must be consummated in a short period of time.

The inner-city child will not stay with anything for a long period of time. He must see the end. He must realize the value in achieving the desired end.

The inner-city child is much more adept at handling concrete problems and objects than he is at dealing with abstractions or verbalized concepts. Consequently, the more we can offer the child in a concrete illustrative form the better his chance of perceiving and achieving. The greater the abstraction, the greater the verbosity, the less his chances are of perceiving or achieving.

The inner-city child has a simple, yet unique, language system. He cannot use the vernacular as a manipulative tool. A tool that will aid thinking. A tool which children who are successful in school use to a high degree in attaining academic success. The inner-city child's language utilizes meanings and connotations which are often obscure to the teaching staff specifically and the educational establishment, generally. In other words his language inhibits academic growth.

He cannot relate to academic problems and situations as normally would be expected. Whereas we generally expect these things to be truer in the lower age groupings they have become solilified over the period of years, and therefore, become even greater problems in the high school than they are in the elementary school.

The inner-city child has not had adequate assistance and opportunity in developing the senses related to success in school. His ability to pool his senses in arriving at singular concepts is not well developed. The drives or familial pressures that are necessary for him to succeed in achieving tasks have not been present and he has not developed the ability to manipulate, to understand, and to retain those skills necessary for academic achievement. The foregoing depicts a prototype of the child that we expect to be taught in John F. Kennedy High School and Chimborazo Elementary School.

PHILOSOPHY

It is generally recognized that there are three foundations upon which the curriculum is built. They are society, knowledge, and the individual. Curriculum patterns differ only in the priority and the order of secondary and tertiary preference of these. This curricular design selects the individual as the prime or first frame of reference. The secondary frame of reference is society and the tertiary frame of reference is knowledge. Consideration of the individual is a form of micro-inspection of society. This is in contrast to macro-inspection of society which includes all of society as a viewpoint.

An attempt to answer the following questions is made when the individual is used as a prime frame of reference: How can the individual best be assimilated into society as he is? This does not mean that education or experience or training should not attempt to change an individual, but it means that there are confines within individuality in which the school must operate. For example, the school must operate within a persons intellectual framework, his physical framework, and his affective framework. This is what we mean by as he is.

Where do his qualifications place him in the total schema of society? Further, what types of educational processes does he require for total personal fulfillment in light of the previous answers? To emphasize this, we borrow a paragraph from the NEA publication, A Climate for Individuality.

> The most fundamental thing is to secure for each child and youth a wholesome climate for growth. We believe that the minimum essentials of such a climate are rich stimulation and stretch, responsible freedom growing with the years, the support of love, respecting and acceptance, a balanced pattern of success experiences, time to explore, to contemplate, to develop a chance to examine human values, to look at the cultural heritage, encouragement to make commitments beyond one's self, and opportunities for a steady deepening of self insight.

In viewing the curriculum more specifically, the curriculum should be devoted to the improvement of the language facilities of the child. This would include increases in vocabulary and the use of language as a cognitive tool. The senses of the child should be more highly developed so there can be greater effectiveness and greater discrimination in his learning process. As a child's language facility improves and as the effectiveness of his senses enable him to become more discriminating then a corresponding increase in ability to observe, compare, classify, contrast, interpret, and communicate about various manner of phenomena should also occur. To be capable of providing these experiences the curriculum must be modified to provide the following:

1. Immediate feedback must be provided to the learner.
2. Compact tasks must be based on short term achievement or accomplishment.
3. The activity should be interesting and actively engaged in by the learner. Sense perception and sense realism is essential.
4. The learner should be ultimately expected to manipulate ideas and concepts.
5. As the learner progresses he should be expected to come forth with increasingly complex behavior or behavioral skills.
6. Progress should lead to highly structured language patterns with the ability to manipulate abstractions such as conceptual schemas.
7. The curriculum should be designed to develop the need for learning in the learner.

The overall key to the program of education of the inner-city child is the development of attitudes, values, and behavioral skills and not a specific acquisition of knowledge, however, watering down of subject matter is not recommended. Taking the child from where he is and moving him forward on a rate commensurate with his ability and background is recommended. In fact, there seems to be a case in favor of the argument to change the cultural outlook of our schools to correlate more closely with the culture of the inner-city dweller. This is in lieu of attempting to change the child to an outside foreign abstract world with which he has no contact. The intent here is not an attempt to perpetuate the present inner-city culture but merely to keep a stable base of operation for the child until the child is able to rationalize his culture with the alien culture.

At any rate, to be effective, the methods employed to implement a curriculum must be oriented to the inner-city child on his level, but, the behavioral skills called for should be the same as those demanded in any reputable program. It is, basically, a matter of allowing more time to achieve these skills or perhaps achieving them at a lesser rate or, more significantly, in a different way.

Special considerations must be provided for boys in the educational and curricular structure. Presently, boys must fit into a formal educational structure that reeks of priority, obedience, rigidity, decorum, cleaniness, silence, physical and mental passivity and total un-youthfulness and unmaleness. It can be stated that delinquency rates are 5 times higher among boys than girls. There are more male dropouts than female dropouts and twice as many boys as girls under fifteen are currently first admissions to public mental hospitals. It appears, then, that one of the prime considerations of an integrated program or curriculum would consider these facts and do something, if at all possible, to help the male child in the public schools. It is anticipated that the proposed curricular design will have some effect, some positive effect, on the boys in the formal educational structure of the public school.

Procedure

Although ~~the curriculum consultants reviewed~~ relevant literature and research in the field of the education of the inner-city child was reviewed, specific findings from the literature will not be cited. A bibliography will be provided for a more in depth review for those who choose to do so.

Numberous interviews, conferences, and meetings with the department heads, supervisors, and staff members in a number of school visitations led to the following observations: Many of the observations were repeated on numerous occasions by different department heads or supervisors.

1. Build something in the curriculum to correct the problem of the slow learner; one who has potential but has not yet developed that potential.

2. There should be an activity program wherein the individual can identify with the school in a way other than through academic subjects only.
3. Ability grouping is not especially disadvantageous.
4. Honors and average children should be grouped together.
5. Bright children should be encouraged, and provisions made for them, to tutor students of lesser ability.
6. The interdisciplinary approach should be used perhaps in conjunction with block scheduling.
7. Large group and individual instruction should be provided for in the schedule.
8. There should be some integration of each subject with the humanities. Perhaps the humanities should be the overriding rubric of the curriculum with the other subjects bound together through it or by it.
9. The inner-city child should be provided with greater exposure to the society that is unknown to him. More field trips should be scheduled.
10. Class scheduling procedures should be altered. The student should be able to enter into a contract with a teacher rather than enroll in some specific course at a specific time.
11. A student should be able to cross the line between the general, academic, and business tracks as his ability permits him to do so.
12. There should be greater integration between the distributive education, business education, and English department offerings. There should be greater integration between

home economics and distributive education.

13. Sex education and family living should be taught early in the school years for those students who will not complete high school. Sex education should consider both male and female identification.

14. There should be an attempt made at nongradedness and independent study.

15. Classes should be scheduled on a more relaxed basis, rather than the rigid lock step, five day a week, class at the same hour, traditional pattern.

These constitute a few of the comments that we received from the interviews. The comments listed do not constitute the totality of responses received. They do not cover all of the areas of the curriculum, but, they are the salient statements made by the department heads, the supervisors, or the teachers.

NEED

The existing disparities in our present formal public school education system involving the inner-city child can be summed up in a few words: the public schools provide a sterile, artificial, unrealistic, situation to the inner-city child. He is expected to learn concepts that are relatively foreign to him and basically meaningless to him. These concepts have no relevance for his everyday life. He attends school and, generally, accepts the artifically of the school during the day, but, then, when he returns home after school he is again faced with the cold realities of his real life.

What can be done to correct these travesties which are disguised under the misnomer of education? Can they be corrected. Not all at one time, but, perhaps all in good time. The curriculum or the general program of study in the public school must be altered to conform to a pattern more conducive to learning by the inner-city child. The proposed curricular design points in that direction and once implemented, and elaborated upon, will improve the learing atmosphere and promote learning achievement in the inner-city child.

THE CURRICULUM

Three key words were accepted from Ralph, Tyler, they are Continuity, Sequence and Integration. Continuity provides us with a concept of a continuum. This does not only mean a continuum within a particular subject but within the entire curriculum from preschool through twelfth grade or through junior college, whatever the case might be — even through college. Continuity implies that the subject matter is not broken up into nine month segments, or six weeks segments, or any segment. There is a continuous growth in whatever area the subject matter is covering, i.e., a continuous growth in the child. An example might be United States History or Virginia History. Can these be taught only at one specified daily time, or can they be taugth more effectively continuously through all subjects?

Sequence is related to continuity in the respect that sequence implies or pertains to the growing difficulty of the subject matter. Not only to the growing difficulty of the subject matter, but to the time when it is best presented to a particular individual, according to his psychological and logical needs.

Integration pertains to the pooling of the subject matters especially as reinforcing agents for one another. This is particularly true in areas where subjects inter-relate and where carry-over from one subject to another has special significance for the learner. Overlapping of English subject matter with social studies subject matter, social studies subject matter with science subject matter for example. Subject matter does not exist as an isolated entity. It's impossible for social studies to exist without English and English to exist without social studies. Integration is the unification of subject matter commonalities. Dovetailing subjects with each other. In fact, it is teaching them together. This is what can be expected in the curricular design.

What is the best way to arrive at continuity, sequence, and integration? It certainly is not by breaking the day down into periods and saying in this period we teach English and this period we teach U. S. History and in this period we teach Geography, science, or biology. Separating the subjects into little capsualized areas that to students seem to be completely unrelated. Traditional departmentalization emphasizes a false unrelatedness of subject matters. Educators must correct this or, at least, take a step toward correcting it. The facilities provided in the new John F. Kennedy High

School and the Chimborazo Elementary School are conducive to flexible scheduling and team teaching. A curricular design for that school would be somewhat remiss if it did not make an attempt to promote flexible scheduling of subjects according to individual time requirements and needs. Team teaching according to the ability of teh teachers and the demands of the individuals in the learning process.

The logic behind flexible scheduling and team teaching contradicts our present traditional pattern of scheduling which assumes that all students can learn the same subject matter, at the same rate, from the same materials, and with the same teacher. Educators know that this is not true, but their present methodology does not reflect necessary changes to rectify this situation. Educators need to do something.

FLEXIBLE SCHEDULING

Flexible scheduling is based upon the principle: Classes should meet in varying sizes. Class size should be determined by the method of instruction to be used and the material to be presented. Teaching can be done by lecture, or by testing, or by use of technological aids in an assembly or large group. When the method of learning is by discussion, or by questioning — the Socratic method, an inquiry group or small group can be most effectively used. Under the concept of team teaching when large group instruction is taking place one teacher teaching a great number of children, say 120 or more, frees other teachers for individual work. Modular scheduling or flexible scheduling can provide the students and teachers with the necessary formally structured teaching time and also make provisions for individualized instruction, large group instruction, plus time for independent or directed study by the individual students.

INDEPENDENT STUDY

Flexible scheduling will also provide longer periods of time for laboratory work. This does not mean that certain subjects will meet for more minutes during the week nor does it mean that they will not meet for more time during the week, but, it does mean that they will meet in longer lengths of time for certain days and then on other days for shorter lengths of time. The potential for this will be diagrammed later in this proposal.

The recognition of a need for independent study time is based on the belief that student responsibility cannot be taught by the assumption of this responsibility by the staff. That is, the adults or the staff members of these schools should not assume the responsibility of the behavior of the students but should strive to develop acceptable behavioral concepts in the students. This becomes a tremendous burden and a tremendous task beyond that of instructing the children in knowledges or specific behavioral skills. A student can learn responsibility only as he is provided with the chance to learn it. He must be given time to develop and provide for himself on an individual basis. Directed study or independent study is a way of doing this. Independent or directed study is a paramount technique of using the resource centers which are an integral aspect of the new schools. The library as a resource center, the multi-use rooms, the study rooms, the work rooms, departmental work rooms, will not be utilized properly unless time is provided and study guided into these rooms or areas.

TEAM TEACHING

In the area of team teaching teachers should be assigned in teams responsible for instructing a certain number of pupils in certain subject matter. For example, three teachers could be assigned from 90 to 100 pupils. They would be responsible in the area of English, social studies, and, perhaps, science. For these 90 to 100 pupils certain blocks of time would be assigned. The teachers would etermine how this time would be utilized with this block of 90 to 100 students. It would be a team effort and an individualized effort where the teachers would have to program their actions according to the needs of the students. The students could be involved in curriculum planning or in subject matter planning with the teachers. The teachers, of course, would regulate their planning to provide for learning as needed by this group of students in the two or three subject matter areas, English, social studies, and/or science.

LUNCH PROGRAM

The cafeteria program perceived as most consistent with the needs of the inner-city child is one which embodies the concept of a total daily nutritional program within the framework of total institutional or governmental financing. The cafeteria program should include service for breakfast, snacks and lunches and should be accessible to the student at his discretion during his unencumbered school time. The amount of personal freedom of choice regarding use of non-class time should increase with the maturity of the student but should begin as early as possible dependent on the students ability to make responsible decisions. On the high school level students should be allowed the opportunity to utilize their free time in pursuit of independent study, relaxation, listening to music, reading, socializing, having a snack, auditing classes, remedial work, special interests, etc. The custodial image of the school must be revised by the provision of opportunity for the exercise of self direction by the student. The amount of freedom allowed to an individual child should be commensurate with his ability to handle the situation but the opportunity should be available and should increase with maturation.

Non-gradedness

The curricular design proposed for Chimborazo Elementary School contains the concept of non-gradedness in a modified form. The basic concept of each child learning at his own rate on a continuum is held as paramount. The placing of each child on the continuum of learning is a process of adequate evaluation of individual abilities. To accomplish the goals desired by the design the following steps must be taken by the school.

1. Children should be allowed the opportunities to progress without the pressure of classifications based on what must or must not be learned at a specific grade or age level.
2. Children should be aware of their level of development based on what they have achieved not on what they have not achieved.
3. Evaluation of each child's ability to contribute in relation to his value scale is contingent on the acceptance of the concept that progress can only be at the childs own rate.
4. Motivation will be enhanced by positive reinforcement. Being made to feel of lesser stature due to lack of achievement based on someone elses standards is an unacceptable form of punishment.

The room and building design of the Chimbarazo School readily lends itself to the implementation of a flexible program. The formal ungraded team-teaching programs should be modified to fit the physical school layout. The curricular design can best be understood as a cooperative teaching approach. The cluster arrangements of the rooms allows for the possibility of close interaction between the teachersof the various groupings of students. Teachers should be selected for diversification of abilities. They should display a willingness to cooperate and to coordinate their abilities and activities in a cooperative approach. Children must be allowed to move through the curriculum, dependent on their abilities, with as little delay as possible.

Each home base teacher should be required to meet, on an individual basis, five 5 members of her home unit each day. Thus, assuring each child an individual time for intimate contact with a knowing and understanding person, at least once each week. This does not preclude the possibility of increased time being spent with special cases.

The non-graded elementary structure should be based on the following factors:

1. Reading readiness, personal maturity, social adjustment, and mental ability as determined by standardized tests and teacher's evaluations.

2. The curriculum should be divided into small content areas with acquisition of the skills contained in each area as a measure of progress.
3. The time required for completion of a certain content area should be dependent on the present capacity of the individual.
4. There should not be any negative significance placed on the length of time necessary for skill and content acquisition by the pupil.
5. Pupils may be transfered from one content area to another in accordance with their learning pace and individual needs .
6. The slow learner should not repeat work because of non-promotion.
7. The rapid learner should not become "bored and lazy" waiting for others to catch up.

To summarize, there is a curricular design or pattern for each individual pupil. This design is in a constant state of flux commensurate with the abilities, drives, pressures, and other motivational forces interacting with the instructional process.

Characteristics of Graded and Nongraded Structure**

GRADED STRUCTURE	NONGRADED STRUCTURE
A year of progress in subject matter seen as roughly comparable with a child's year in school.	A year of school life may mean much more or less than a year of progress in subject matter.
Each successive year of progress seen as comparable to each past year or each year to come.	Progress seen as irregular; a child may progress much more rapidly in one year and quite slowly in another.
A child's progress seen as unified: advancing in rather regular fashion in all areas of development; probably working close to grade level in most subject areas.	A child's progress seen as not unified: he spurts ahead in one area of progress and lags behind in another; may be working at three or four levels in as many subjects.
Specific bodies of content seen as appropriate for successive grade levels and so labeled; subject matter packaged grade-by-grade.	Bodies of content seen as appropriate over a wide span of years; learnings viewed vertically or longitudinally rather than horizontally.
Adequacy of progress determined by comparing child's attainment to coverage deemed appropriate to the grade.	Adequacy of progress determined by comparing child's attainment to his ability and both to long term view of ultimate accomplishment desired.
Inadequate progress made up by repeating the work of a given grade; grade failure the utlimate penalty for slow progress.	Slow progress provided for by permitting longer time to do given blocks of work; no repetitions but recognition of basic differences in learning rate.
Rapid progress provided through enrichment; encouragement of horizontal expansion rather than vertical advancement in work; attempt to avoid moving to chain of teacher above.	Rapid progress provided for both vertically and horizontally; bright children encouraged to move ahead regardless of the grade level of the work; no fear of encroaching on work of next teacher.
Rather inflexible grade-to=grade movement of pupils, usually at end of the year.	Flexible pupil movement; pupil may shift to another class at almost any time; some trend toward controlling shifts on a quarter or semester basis.

**John Goodlad and Robert Anderson, The Nongraded Elementary School, New York: Harcourt, Brace, and Company, 1963.

EXAMPLE (ONLY):

The seven teachers responsible for the 105 students at the 1st grade level can arrange the use of their rooms and the common demonstration area at their discretion. Students can be split up for individual, small, medium or large group instruction in any combination of subject areas or interrelated subject presentations desired. The scheduling would be done separately for these seven teachers and their groups, except for the restrictions placed on them by cafeteria, physical education and other specialty requirements.

Each teacher is called upon to exercise her special abilities in contributing to the overall strength of the cooperative offerings. Specialists and supervisors should be utilized to increase the scope and variety of the program offered by the cooperative group of teachers. This approach should be coupled with the security found in a self-contained classroom situation, or It would be similar to a dual progress plan. It provides for diversification while loosing none of the positive attributes of either plan.

Each teacher then has an opportunity to work for a period of time in several subject areas (decided on by the teachers and supervisor or coordinator) with her own students and still afford them the opportunity for interaction with other staff members.

The selection or placement of students into respective categories (designated by the achievement level of the students, the needs of the students, chronological age, social requirements, and general intelligence) is by no means to be thought of as permanent or for a specified period of time. To accomplish accurate pupil placement it will be necessary to have continuous teacher and pupil evaluation coupled with parental conferences. Parental involvement as a positive supportive force is essential. Parental understanding and recognition of the childs progress is required for successful development of realization of self-worth by the child.

CHILDREN-MALENESS

The need of physical release and shorter periods of formal concentration is much neglected in the elementary school. All students have need for time, for physical, and for emotional release, but, the need is most acute in the male student. Presently, educational programs in the elementary school make little allowance for male needs and have, in effect, stifled male expression. The proposed curricular design attempts to fill this void and to provide adequate opportunity for satisfaction of youthful needs, in particular, male needs. To accomplish this feat, it is necessary not only to maintain the recommended student-teacher ratio, but, also, to maintain a space ratio which would make allowance for an increased noise and action level. Fifteen students in the average classroom through grade 3 and up to 20 students through grade 6 should adequately resolve this problem. Each grade through 3 should make allowance for an activity session of 15 minutes duration with a residual (calming down) period, once every hour. Grades 4, 5, 6 should have at least one 15 minute activity session in the morning and afternoon. These activity periods can be related to academic class work or to physical education but the emphasis should be on physical action-~~research~~ reaction with direct student contact with manipulative materials. Selection of specific activities should allow for cooperative decision making on the part of the pupils and teachers. The 15 minute intervals are merely suggested time allotments, more or less time should be scheduled according to the specific situation and individual variations. The time allotment does not have to be taken all at once but can be broken into smaller or larger portions as desired.

Activities and materials made available should emphasize life situations, children's needs, subject matter correlation, and should be of the sense-perception, sense-realization variety. Games, contest, role playing, etc., are examples of some of the possibilities. This activity periods must not be construed as released teaching time, relaxation of standards, or just busy time, but must be looked at as a program of constructive pupil-teacher effort commensurate with the needs of the young child.

LANGUAGE-ARTS DEVELOPMENT:

In recognition of the all emcompassing nature of the disability produced by the inner-city childs lack of verbal abilities a decision was made to elaborate on this specific area of the curriculum.

1. Preschool education-parents and children involved. Federal funds are needed to help reimburse working parents to allow them an opportunity to spend some time in school each day. The time is to be utilized in teaching their own children and experiencing what is going on in school. Parents should know what is being learned, what expectations are held for their children, how they can improve proper pronunciation and aid their children in overcoming the problem of associating verbal sounds and meanings to objects and situations. To help overcome the problems inherent in language and cultural differences the Oral-Aural approach, utilizing automated devices, tape recorders, filmstrips, models, etc., is suggested. A reduced emphasis on reading and an increased emphasis on language is essential in the primary education of the inner-city child.

2. An evening school and or afternoon school for parental counseling designed to aid the parent in understanding the needs of the child and the requirements of school is suggested. The

intent is to explain the school to the parents, describe how they can help to accomplish the desired goals, and provide them with the opportunity to do so.

3. The need for this emphasis on parent-school associations is due to the tremendous gap between the inner-city culture and the culture being taught in the schools. Middle class values and culture which ~~are~~ influence the concepts taught in the school are different from the inner-city values and culture. The need is for reinforcing the inner-city child's values and culture and the strengthening of his self-concept and, thereby, increasing his ability to accept and live alongside the culture prevailing outside the inner-city.

The inner-city child must be allowed the security of the culture he knows, his culture must be respected and understood by the school. To ignore the inner-city child's culture or to tell him that his culture is of unequal value to that which the school espouses is to severely handicap this child in his own feelings of adequacy, prestige, social position, and emotional relationship to the school.

Acceptance of the inner-city culture by the school is essential for meaningful teaching to take place. The goals of the school must be somewhat consistent with the goals of the inner-city culture. If the goals are too diverse, effective teaching is directly reduced by the degree to which the two goals are in opposition. School-parents-community must agree on, and be consistent in, the attitudes and values they are presenting to the child.

Small groups that can identify with a home room and teacher as their very own provides the much needed security to the school life of the inner-city child. Home base as refuge when all else fails is essential for the feeling of belonging, that schools which are to be successful, must exemplify for this type of child. The recommendation would be to have a 15 pupil-teacher ratio [illegible] through grade 3 and no more than a 20 pupil-teacher ratio through grade 6.

INSERVICE TRAINING

1. It is strongly recommended that all staff members be involved in a pre-school inservice program which would acquaint them with the new concepts which will be in operation in the school. The in-service program should acquaint the teachers with problems they may encounter in the program. [illegible] in-service program should develop a philosophy that will form the foundation of the instructional process. The teachers should revise their personal outlook and philosophy as required to accommodate the needs of the inner-city child. Constant reassessment and reevaluation by all staff members is necessary. The in-service program must make time allowances for this type of activity. The use of specialist, consultants in all fields, and visitations to programs presently in operation should be included in the in-service program. All are valuable in giving the staff the necessary information and expertise required to successfully carry

out new programs.

YEAR-ROUND PROGRAM:

1. It is suggested that a preschool program for 3 year and 4 year olds be provided:
    a. It is suggested that parents be a part of the program with these children.
    b. The major emphasis should be on language facility, symbol recognition, sense-perception and sense-realization, and establishment of affective goals - values and attitudes.
    c. Baby sitting service should be offered for parents with younger children.
    d. Working parents should be reimbursed for time lost from jobs or the schedule must be made to accommodate these people.
    e. Student aides should be used for baby sitting and tutoring service.
    f. Parents must be involved, this factor cannot be over emphasized.
2. The education program offered to the parents should include the following:
    a. It should be concerned with child care and related problems.
    b. It should study family needs regarding the school.
    c. It should stress the role of the family in educating the child.

d. It should foster a sound working relationship between school and family.

3. A summer program is suggested and should include the following:

   a. Remedial work,
   b. Exposure to cultural opportunities not available during the regular school year,
   c. Extensive recreation programs emphasizing and promoting children organizational abilities,
   d. Opportunities for child leadership, creative efforts, camping and community services,
   e. Opportunities designed to promote cultural values, attitudes, and responsibilities.

All are essential to a continuing forward looking program. A summer program could be designed to negate the debilitating aspects of the inner-city life which deprive the inner-city child from benefiting from the value of a full educational program.

A federal grant could be requested to finance the above program and stress should be placed on the continued development of self-esteem, values, attitudes and responsibilities of the child to, and in, the home, the school, the community, and the nation. Emphasis should be placed on the tremendous loss of academic gains which occur during the summer months when there is no formal program for these children.

EXAMPLE OF
A
SELF CONTAINED
PLAN FOR A PRIMARY GROUP

9:00- 9:15	Getting the day started (Sharing and Planning)
9:15-10:15	Developing the unit of work (exploring some aspect of the social, natural, or technological environment)
10:15-10:30	Recess
10:30-11:50	Time for work with language and arithmetic, in groups and individually (recess period from 11:10-11:20)
11:50-12:00	Prepare for lunch
12:00- 1:00	Noon hour (lunch and recreation)
1:00- 1:30	Aesthetic experiences of various kinds
1:30- 1:50	Physical Education
1:50- 2:00	Preparing for dismissal (including an informal look back of the day's work in anticipation for tomorrow)
2:00	Dismissal

EXAMPLE OF
A
COOPERATIVE TEACHING

PLAN FOR A PRIMARY GROUP

9:00- 9:15	Getting the day started (Sharing and Planning)
9:15- 9:45	Four groups in multipurpose room for viewing of science film. 2 Teacher Aides Three groups utilize all seven classrooms for small group individual language and arithmetic instruction Seven teachers 1 teacher aide.
9:45-10:00	Recess
10:00-10:30	Reverse above groups - same program

10:30-11:00	Return to regular classrooms for class discussion of science film.
11:00-11:15	Recess
11:15-11:50	Independent study, Directed Special Interest Activities, Remedial Help in Self contained classroom, Teacher Conference with Student.
11:50-12:00	Prepare for lunch.
12:00- 1:00	Noon hour (lunch recreation)
1:00- 1:50 (25 minute per group)	Art Specialist in multipurpose room with a group. Speech specialist in vacated room with a selected group. Physical Education Teacher has two groups. Other classes conduct regular class activities in aesthetic experiences.
1:50- 2:00	Prepare for dismissal (etc.)
2:00	Dismissal

TEACHER AIDES

In the section dealing with the need for increased maleness in our schools, an area of particular concern centers around the lack of male imagery for the male child. This situation is especially critical on the elementary level. It is with this in mind that the following recommendation is made. Fully realizing the difficulties experienced in obtaining adequate numbers of male tachers, especially in the elementary level, it is herewith recommended that male teachers aides be considered whenever possible. Aside from the valuable assistance given by the regular teacher aide, a male figure in this position can effectively fulfill the male childs need for male imagery.

In the inner-city child this lack of male identity is an exceptionally difficult problem. The male teacher aide provides a possible solution to many identification problems. The teaching of attitudes and values are directly linked to the childs ability to identify with a model exemplifying the required male ideals. Without this male model and masculine identification, male attitudes and male values are extremeley difficult to teach. Klaustmeier and Goodwin point out that: "In at least two respects the schools have not been successful in providing exemplary models; teachers (females) too frequently have not regarded themselves as possible identifying figures for puils, and the reading materials presented to children and youth do not contain a sufficiently broad scope of possible exemplary models (males) to appeal to many pupils." In conjunction with the teacher aide program, there should be an active enlistment of business and professional men who will volunteer to spend some time in the school. These men can further develop the male childs image by presenting a picture of his vocation to the children or by merely operating as temporary teacher aide. The opportunity to get the school, child, and education program understood and promoted, has no limits in a program of this sort. Donation of time is accepted, as worthy of the "best" people, let us make use of the best at our disposal.

The recommendation of teacher aides carries with it a ratio figure based on aminimum of one aide for each two teachers. Caution must be exercised that thorough planning of schedules, cooperative instructional plans, and individual responsibilities are essential for realization of maximum benefit from this type of program.

EVALUATION

The need for evaluation with an eye towards constant revision and upgrading is essential to the realization of quality and worth in the curricular design. The inescapability of built-in change is a condition that all curricular innovations must accept. To neglect evaluation as continuous phase of curricular revision would be to negate the opportunity for total fulfillment of a specific curricular structure.

In recognition of the need for evaluation, Goodlad offers four different means presently used in evaluating new programs.

1. Observations of whether or not the students for whom the material is intended appear to be progressing successfully.

2. Both casual and systematic questioning of students involved in the programs.

3. Periodic examination of students by tests designed to cover the new material.

4. Comparative testing of students in the new and the old programs with traditional and specially designed tests.

The major concept for evaluation in the proposed curricular design is the effectiveness with which the inner-city child, his needs, his culture, and his self concept have been recognized and successfully challenged and channeled. To facilitate a meaningful evaluation of the degree of attainment or lack of this concept it is necessary for the evaluation to be conducted on both an internal and external basis. The external community appraisal of the overall program is as meaningful and has as much implication for change as does the internal school appraisal of the program by the professional staff. Evaluation is done continuously by groups who must concern themselves with the question of effectiveness. To accommodate continuous evaluation, multi-directional communication or feedback is an essential component of the educational structural hierarchy. Evaluation and assessment play the critical roles of providing corrective feedback to the planning, policy making and to the doing parts of the system so that the entire operation can be improved. Parent conferences, lay committees, questionnaires, meetings with community leaders, businessmen professional men, laborers, all have significance in the evaluation of the worth of the curricular program on an external basis.

Internally, student testing, teacher assessment, consultant and specialist assessment, professional curriculum councils, teacher workshops, teacher visitations all must contribute to the evaluation process.

The findings derived from the evaluation must be tantamount to a demand for change and the doing parts of the system must accept their responsibility in instituting the required changes. To shirk this responsibility is to endanger the entire educational program and to reduce the confidence and prestige position of the school.

STUDENT EVALUATION

Recognition of the need for evaluation of the curricular program carries with it a mandate for similar recognition of proper evaluation of the product the curricular program produces. To attempt to measure a new entity with an antequated measuring device would be in somecases less effective than no measuring device at all. Consequently, a new look at the process of student evaluation is necessary for the maintenance of consistency and meaning in the overal program.

The present, inflexible, basically perjudiced, grading system, of A,B,C,D, and E is incomprehensible in the new philosophy and outlook set forth by the proposed curricular design. The need is for a method of evaluation which allows for understanding and fulfillment of the needs represented by the individual. This can only be realized through measurement of the progress made by the individual based on his standards and capabilities and not by a comparison of the progress of his peers.

A recommended evaluation system has a positive, what have you accomplished, outlook rather than a negative, what have you failed to accomplish, outlook. The emphasis is on a realization of accomplishment with constant recognition of the worth and value in what the learner can do.

Evaluation of the learner must be a constant on-going process which allows for immediate information feedback to the learner and constant assessment of his current status with an eye toward facilitating his progress.

Subject matter content areas should be constructed in a behavioral and sequential arrangement to facilitate easy recognition by the student and the teacher of what is to be learned, the directions to take to accomplish the learning, and evidence of the fact that the learning of the concept or the skill has been accomplished. Assessment should be based upon where the learner is on the road to accomplishing the skills or concepts required for mastery of a total area of subject material or group of skills designed to perform a specific task. The actual material beings covered is the same as that which is presently being covered but the arrangement is different and the emphasis has changed to provide positive reinforcement for what has been accomplished.

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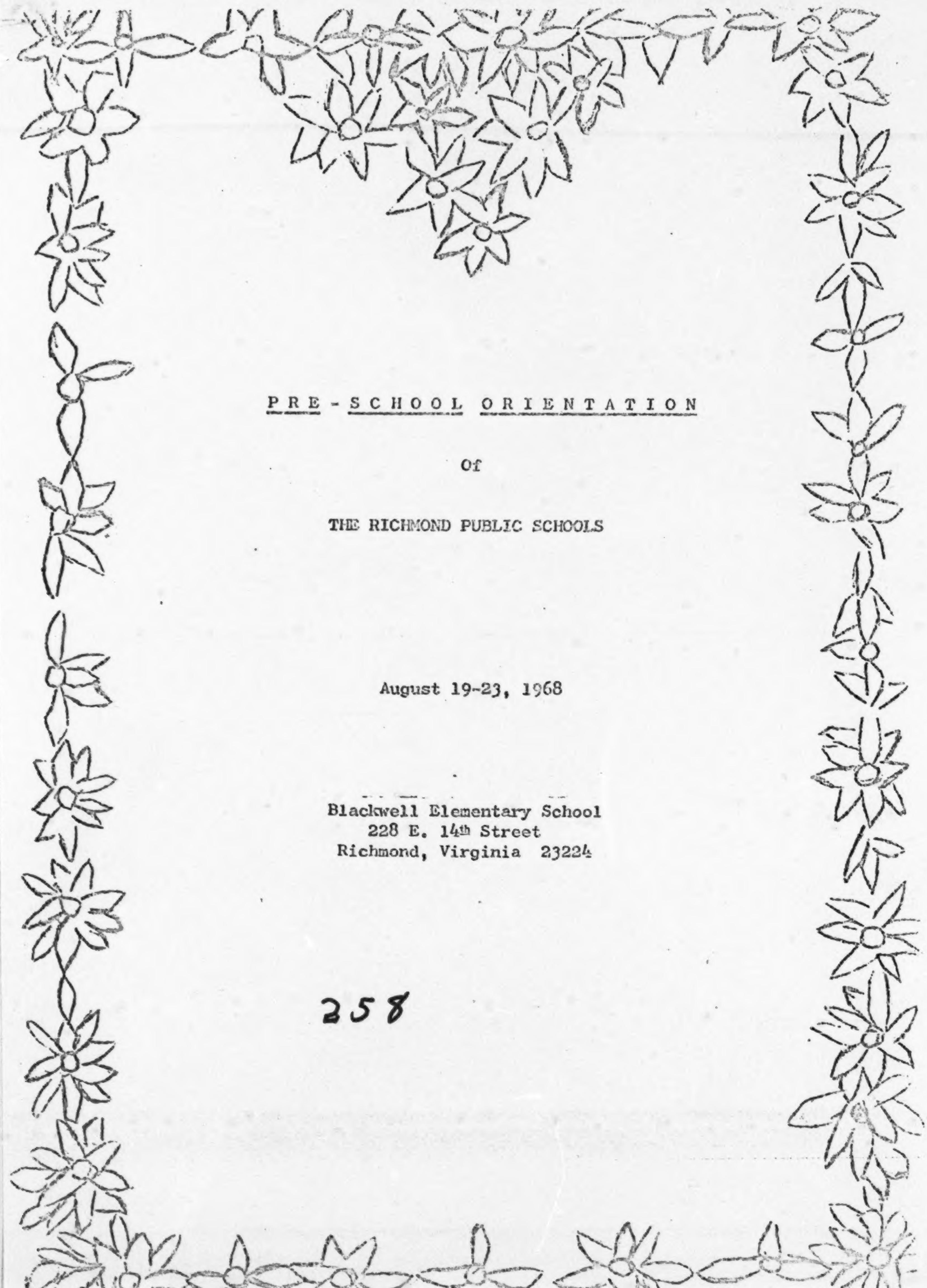
APPENDIX F

PRE-SCHOOL WORKSHOP PROGRAM



PRE-SCHOOL ORIENTATION

Of

THE RICHMOND PUBLIC SCHOOLS

August 19-23, 1968

Blackwell Elementary School
228 E. 14th Street
Richmond, Virginia 23224

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PROGRAM

Monday, August 19, 1968

Presiding:	Mr. Nathaniel Lee Assistant Director of Instruction
A.M.	
9:00	Registration and Coffee Hour
10:00	Greetings: Mr. William H. Tyler, Assistant Principal Blackwell Elementary School "Welcome to Richmond" Mr. Alan Kiepper, City Manager "Views of The Richmond Public Schools" Mr. Lucien D. Adams, Assistant Superintendent of Instruction Dr. Francis W. Sisson, Assistant Superintendent of Personnel Dr. Thomas C. Little, Assistant Superintendent of Physical Property
11:15	Break
11:30	Introduction of Urban Team and Procedures: Mr. Nathaniel Lee
12:00	Lunch

AFTERNOON

Presiding:	Dr. James Sartain, Coordinator of Urban Team
P.M.	
1:30	Purpose of Workshop and Presentation of Panel: Dr. Sartain
1:45	Panel Discussion - "My First-Year Experience"

Teacher Consultants

Mrs. Dorothy Wright
Miss Effie Eure
Miss Trudy Hawkins
Miss Janet M. Oxendine
Mrs. Leah P. Strulson
Mrs. Dorothy M. Randolph

2:45 - 3:30 -DISCUSSION PERIOD-

Tuesday, August 20, 1968

PROGRAM

Presiding: Mr. Nathaniel Lee
Assistant Director of Instruction

A.M.

8:30 Coffee

9:00 Greetings:

Dr. H. I. Willett, Superintendent
Richmond Public Schools

"Sociology of Race"

Dr. James Sartain

"Psychological and Attitudinal Factors of Race"

Dr. William Leftwich, Member of Urban Team

10:30 Coffee Break

11:00 "The City and Its Public Schools As Seen by Outsiders"

Dr. Charles Achilles, Member of Urban Team
Mr. Roscoe Reeve, Member of Urban Team
Mr. Robert Roney, Member of Urban Team

12:00 Lunch

P.M.

1:30 -3:30 Film:

"The Eye of the Beholder"

-DISCUSSION PERIOD-

Wednesday, August 21, 1968

PROGRAM

Presiding:	Mr. Nathaniel Lee Assistant Director of Instruction
A.M.	
8:30	Coffee
9:00	Greetings: Mrs. W. H. Crockford III, Vice Chairman of the School Board Introduction to Simulation Activities: Dr. Fred Venditti, Special Consultant
10:30	Coffee Break
11:00	Simulation Problem #1 Dr. Fred Venditti
12:00	Lunch
P.M.	
1:30 - 3:30	Simulation Problem #2 Dr. Fred Venditti

-DISCUSSION PERIOD-

Thursday, August 22, 1968

PROGRAM

Presiding:	Mr. Nathaniel Lee Assistant Director of Instruction
A.M.	
8:30	Coffee
9:00	Introduction of Administrative and Supervisory Staffs: Mr. Nathaniel Lee
9:30	Simulation Problem #3 Dr. Fred Venditti
10:30	Coffee Break
11:00	Simulation Problem #4 Dr. Fred Venditti
12:00	Lunch
P.M.	
1:30 - 3:30	Simulation Problem #5 Dr. Fred Venditti

-DISCUSSION PERIOD-

Friday, August 23, 1968

PROGRAM

Presiding:	Mr. Nathaniel Lee Assistant Director of Instruction
A.M.	
8:30	Coffee
9:00	Simulation Problem #6
	Dr. Fred Venditti
10:30	Coffee Break
11:00	Simulation Problem #7
[illegible]	Dr. Fred Venditti
12:00	Lunch
P.M.	
1:30 - 3:30	Discussion and Evaluation of Workshop

WORKSHOP CONSULTANTS

URBAN TEAM

Dr. James A. Sartain, Sociologist
University of Richmond

Mr. Robert R. Roney, Educational Administrator
University of Tennessee

Dr. Charles M. Achilles, Educational Administrator
University of North Carolina

Mr. Roscoe Reeve, Educational Administrator
University of North Carolina

Dr. William Leftwich, Psychologist
University of Richmond

TEACHER CONSULTANTS

Mrs. Leah P. Strulson
Junior Primary - Fairmount Elementary

Mrs. Dorothy Wright
Junior Primary - William Fox Elementary

Miss Trudy Hawkins
English - Graves Junior High

Miss Effie Eure
Grade 5 - Ginter Park Elementary

Miss Janet Oxendine
Grade 4 - Stuart Elementary

Mrs. Dorothy Randolph
Grade 5 - Highland Park Elementary

APPENDIX G

COUNSELING OPINIONNAIRE
AND
TABULATIONS

RICHMOND PUBLIC SCHOOLS
Pupil Personnel Services

Counseling

	To a great degree	To some degree	To no appreciable degree
1. Has your knowledge of counseling in general been improved by the experience of this class?			
2. Have your knowledge and understanding of disadvantaged students been improved by the experience of this class?			
3. Have you noticed any increase in your ability to counsel with (or relate to) students who may be described as disadvantaged?			

4. Describe one incident or situation or insight which prompted your answer to 1, 2, and/or 3.

Information

5. Has your store of information which you feel will be especially useful in your work with disadvantaged students been increased as the result of attendance at this class?

Cite an example of information which you now have which you did not have before.

In-Service Training Class "Opinionnaire"

	To a great degree	To some degree	To no appreciable degree
6. Has your knowledge about the following "avenues to increased opportunity" for disadvantaged students been increased as a result of attendance in this class?			
a. The ABC Program (Independent Schools Talent Search Program)			
b. Yale Summer High School Program			
c. Upward Bound			
d. National Scholarship Service and Fund for Negro Students			
e. National Achievement Scholarship Program			
f. Outward Bound			
g. Jobs in Industry for the Disadvantaged			
h. The Thirteen-College Curriculum Program			
i. NDEA Loans			
j. Economic Opportunity Grants			
k. Cooperative College Work-Study Programs			
l. Neighborhood Youth Corps (in-school and out-of-school)			
m. Job Crops			
n. Special college scholarship programs for disadvantaged (i.e., Wesleyan, Duke, etc.)			
o. Richmond Technical Center			
p. Continuing Education--Richmond Public Schools			
q. High School Completion (G.E.D.)			
r. Summer Programs- Richmond Public Schools			

7. Do you have any comments about the "information program" of the in-service training class?

8. Do you have any specific suggestions - which you may not have mentioned above - for improving this in-service training program if it is offered again?

9. Do you have any suggestions for in-service training classes for specialists in Pupil Personnel Services different from the one we are just completing (different subject, format, time, etc.)?

Tabulation of

COUNSELING PROGRAM OPINIONNAIRE

Questions	Great Degree	Some Degree	No Appreciable Degree
1.	10	21	2
2	4	23	6
3.	2	20	7
4.	12	15	1
5.	10	4	1
a.	13	15	5
b.	7	17	7
c.	8	18	6
d.	20	9	5
e.	15	15	4
f.	6	20	7
g.	4	17	10
h.	9	16	7
i.	4	14	14
j.	5	16	9
k.	13	14	7
l.	2	21	9
m.	2	14	15
n.	12	12	9
o.	12	12	7
p.	5	16	11
q.	3	12	15
r.	19	13	1
Totals	197	354	165

APPENDIX H

WORKSHOP OPINIONNAIRE

TEACHER PRE-SCHOOL WORKSHOP

Blackwell School

August 19-23, 1968

Participant Opinionnaire

The Richmond Public Schools and the workshop team solicit your honest appraisal of the pre-school workshop. Your evaluation will help provide guidelines for planning future workshops.

There are spaces for your comments throughout the evaluation form. Please be candid in your evaluations. Wherever you are asked to indicate a rating, the following key will apply:

1 Excellent, 2 Better than Average, 3 Average, 4 Less than Average, 5 Poor

Do not sign your name. Please indicate your race____________.

Please rank or rate the following formal activities of the pre-school workshop in terms of the relevance of the material or topic, the value of the material or topic; and the style or method of presentation.

I. Greetings and Orientation to Richmond and Its Schools (School Administration)

Relevance	Value	Presentation
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Comments:

II. Teacher Panel: "My First-Year Experiences" as related by the teacher participants from Richmond.

Relevance	Value	Presentation
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Comments:

III. Dr. Sartain: "Sociology of Race"

Relevance	Value	Presentation
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Comments:

IV. Dr. Leftwich: "Psychological and Attitudinal Factors of Race"

Relevance	Value	Presentation
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Comments:

V. Urban Team Panel: "City and Its Public Schools as Seen by Outsiders."

Relevance	Value	Presentation
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Comments:

VI. Film: "The Eye of the Beholder"

Relevance	Value	Presentation
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

VII. Simulation Experiences:

Types of problems:

Relevance	Value	Presentation
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Comments:

Value of interaction in problem solving:

A great deal ___ Some ___ Very little ___

Insight gained from problem-solving activity:

A great deal ___ Some ___ Very little ___

VIII. If you were in charge of a similar workshop for another year, how would you answer the following questions?

1. You have limited funds and must cut one activity; which of the workshop activities would you not continue? ______________
2. If only one of the activities could be repeated another year, which one activity would you keep? ______________
3. Which activity do you believe provided you with material that will be most helpful to you in your new role? ______________

XI. Please check the following evaluative statements:

1. How would you rate the amount of your own participation in the workshop? Much ___, Average ___, Little ___, Almost none ___.
2. How would you rate the opportunities the workshop offered for participant involvement? Plenty ___, Some ___, Few ___, Too few ___.
3. How would you rate the amount of presentations by the workshop staff group? Too much ___, About right ___, Too little ___.

X. Please answer the following briefly but explicitly:

1. Try projecting yourself into your new teaching role. In general, to what extent do you believe that the pre-school workshop will be of benefit or use to you?

Extremely___ Some___ A Little___ Almost none___

A. How much benefit do you believe you received in return for the time and effort you expended on the workshop. (Was the workshop worth the time?)

Extremely ___ Some ___ A Little ___ Almost none ___

2. Do you believe that the workshop provided experiences that clarify any of your concepts about the other race? ___Yes ___ No.

   A. If yes, do you believe that your attitude toward the other race is now: ___more positive, ____ less positive?

   B. If no, was there anything that might have been tried in the workshop that might have helped encourage attitude change?

   ____

   ____

3. The workshop lasted five days. How many days do you believe are optimum for a workshop of this sort? ____days.

4. The daily sessions lasted about five hours. Do you believe the daily sessions were: too long___, about right___, too short___?

5. In your opinion, would a workshop, similar to this one, be a good idea for new teachers next year? ___Yes, ___No.

XI. Informal structure, benefits, or shortcomings of the workshop:

1. Informal discussions added to my understanding of the other race. ___Yes, ___No.

2. The opportunity to air my views was valuable to me. ___Yes, ___No.

3. The opportunity for a chance to interact with members of the other race (e.g. to discuss "gut issues") seemed useful to me. ___Yes, ___

4. There was too much informality and free time. There should have been more structure and presentations. ___Yes, ___No.

5. Other comments upon the informal relationships of the workshop.

APPENDIX I

WORKSHOP TABULATIONS

TEACHER PRE-SCHOOL WORKSHOP

Participant Opinionnaire

Key: 1 Excellent, 2 Better than Average, 3 Average, 4 Less than Average, 5 Poor

	Relevance		Value		Presentation	
	Negro	White	Negro	White	Negro	White
I. Greetings and Orientation to Richmond and Its Schools						
1	13	7	15	6	8	6
2	10	5	8	6	11	7
3	3	8	4	10	7	10
4	1	6	0	3	1	1
5	0	1	0	2	0	3
Mean	1.70	2.59	1.59	2.59	2.04	2.56
II. Teacher Panel: "My First-Year Experiences"						
1	13	14	14	13	8	6
2	8	6	8	4	9	7
3	6	4	4	4	9	9
4	1	1	1	3	2	4
5	0	2	1	3	0	1
Mean	1.82	1.92	1.82	2.22	2.18	2.52
III. Dr. Sartain: "The Sociology of Race"						
1	13	11	12	12	15	17
2	11	9	9	9	4	7
3	2	5	6	4	7	2
4	1	0	0	0	0	0
5	1	1	1	1	2	0
Mean	1.78	1.88	1.89	1.80	1.93	1.42

IV. Dr. Leftwich: "Psychological and Attitudinal Factors of Race"

	Relevance		Value		Presentation	
1	13	14	19	15	13	13
2	11	7	5	7	6	9
3	2	4	2	3	5	3
4	0	1	0	1	1	1
5	1	1	1	1	2	1
Mean	1.7	1.81	1.48	1.74	2.0	1.81

V. Urban Team Panel: "City and Its Public Schools"

1	17	10	16	11	11	5
2	6	8	5	7	7	10
3	4	5	4	5	6	8
4	1	2	2	4	3	3
5	0	3	0	1	0	2
Mean	1.59	2.28	1.70	2.18	2.04	2.54

VI. Film: "The Eye of the Beholder"

1	14	20	18	18	17	15
2	8	2	4	5	4	4
3	4	1	3	1	4	3
4	1	2	1	0	0	4
5	1	1	1	2	2	0
Mean	1.82	1.54	1.63	1.58	1.74	1.85

VII. Simulation Experiences:

	Relevance		Value		Presentation	
1	17	16	16	16	16	16
2	6	5	8	6	9	3
3	5	4	3	6	1	5
4	0	2	1	0	2	2
5	0	1	0	0	0	2
Mean	1.57	1.82	1.61	1.64	1.61	1.96

Value of Interaction in Problem Solving:

A Great Deal 27 (Negro) Some 2 (Negro) Very Little 0 (Negro)

24 (White) 5 (White) 0 (White)

Insight Gained from Problem-Solving Activity:

A Great Deal 23 (Negro) Some 6 (Negro) Very Little 0 (Negro)

21 (White) 8 (White) 0 (White)

VIII.

	One Activity I Would Cut Out	One I Would Keep	One Most Helpful
1. Greetings and Orientation			
White	12	0	0
Negro	2	0	0
2. Teacher Panel: "My First-Year Experience"			
White	1	3	1
Negro	4	1	0
3. Dr. Sartain: "Sociology of Race"			
White	0	0	1
Negro	0	1	1
4. Dr. Leftwich: "Psychological and Attitudinal Factors of Race"			
White	1	0	1
Negro	0	0	0
5. Urban Team: "The City and Its Public Schools"			
White	4	3	1
Negro	2	3	3
6. Film, "The Eye of the Beholder"			
White	5	2	1
Negro	3	0	1
7. Simulation Experiences			
White	3	18	12
Negro	5	20	18

	One Activity I Would Cut Out	One I Would Keep	One Most Helpful
8. Miscellaneous			
White	1	4*	12*
Negro	1	2*	3*

*Small group, informal discussions

IX. Evaluation of Participation

1. Amount of your own participation:

	Much	Average	Little	Almost None
White	12	19	0	0
Negro	17	12	0	0

2. Opportunities the workshop offered for participant involvement:

	Plenty	Some	Few	Too Few
White	22	9	0	0
Negro	23	5	0	0

3. Amount of presentation by workshop staff:

	Too Much	About Right	Too Little
White	6	23	2
Negro	3	26	0

X. 1. Extent that workshop will be of benefit or use to you:

	Extremely	Some	A Little	Almost None
White	22	8	1	0
Negro	17	12	0	0

2. Was the workshop worth the time and effort?:

	Extremely	Some	A Little	Almost None
White	25	6	0	0
Negro	27	2	0	0

XI. 1. Did workshop clarify your concepts about the other race?:

	Yes	No
White	30	0
Negro	24	5

2. Is your attitude towards the other race now:

	More Positive	Less Positive	Same
White	29	1	1
Negro	23	0	0

3. How many days are optimum for a workshop of this type?:

	1	2	3	4	5	6	7	8	9	10
White	0	0	9	4	16	0	0	0	0	1
Negro	0	0	1	1	15	0	1	0	1	7

4. Do you believe the daily sessions were:

	Too Long	About Right	Too Short
White	3	30	0
Negro			

5. Would a workshop similar to this be good for new teachers next year?:

	Yes	No
White	31	0
Negro	28	0

XI. 1. Informal discussions added to my understanding of the other race:

	Yes	No
White	31	0
Negro	26	2

2. Opportunity to air my views was valuable to me:

	Yes	No
White	30	1
Negro	28	0

3. Opportunity to interact with other race useful to me:

	Yes	No
White	30	1
Negro	28	0

4. Too much informality and free time:

	Yes	No
White	1	29
Negro	1	28